

Teachers' Guide
for
FROM SEA TO SEA .

EDITION FOR FIRST SEMESTER

BY NILA BANTON SMITH

Professor of Education, University of Southern California

Illustrations by HELEN SMITH



SILVER BURDETT COMPANY
NEW YORK · CHICAGO · SAN FRANCISCO

COPYRIGHT 1947 SILVER BURDETT COMPANY

This copyright makes it illegal to copy or reproduce any part of the contents from this book without written permission of the publisher.

The characters in this Guide are fictitious. They have been used to provide teachers with an opportunity to visit vicariously the classroom of a teacher who is using the LEARNING TO READ program.

ACKNOWLEDGMENTS

Grateful acknowledgment is made to

Elizabeth Gunn

Vivien Teubner

Lorene Lowe

for assistance in the preparation
of this Teachers' Guide.

TABLE OF CONTENTS

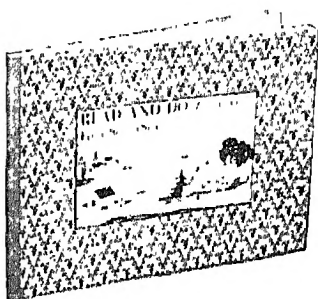
<i>Introduction</i>	5	<i>Southland Adventures</i>	
<i>From Sea to Sea</i>		(Introducing Section IV)	89
(Introducing book		<i>The Green Tent</i>	90
and Section I)	6	<i>Along the White, Sandy Road</i>	96
		<i>The Whoopee-Hide Adventure</i>	101
<i>The Old Boat Goes to Sea</i>	7	<i>Peanuts for the Circus</i>	106
<i>Blueberry Muffins</i>	19	<i>Lady Elodee's Head</i>	109
<i>Brown Bear Camp</i>	24	<i>The Golden Goose</i>	113
<i>The Apple Tree Post Office</i>	28	<i>Sugar-Candy House</i>	118
<i>The Baby Airplane</i>			
<i>Could Not Fly</i>	32	<i>Ranches, Cowboys, and Indians</i>	
		(Introducing Section V)	121
<i>Where the Tall Corn Grows</i>		<i>Little Dogie</i>	122
(Introducing Section II)	37	<i>Desert Storm</i>	127
<i>Freckle, the Runt Pig</i>	38	<i>The Yucca Plant</i>	132
<i>A Present from Father</i>	42	<i>Three Hundred Warm Coats</i>	136
<i>Rain in Summer</i>	45	<i>Little Bear</i>	
<i>Sisters Come in Handy</i>	49	and His Grandmother	140
<i>A Grasshopper Grows Up</i>	53	<i>Iktomi and His Jokes</i>	145
<i>How the Chipmunk Got</i>		<i>Iktomi and Muskrat</i>	145
<i>Its Stripes</i>	56	<i>Little Dawn Boy</i>	149
<i>Scarecrow Jake and Jocko</i>	60		
		<i>Into the Golden Sunset</i>	
<i>Hill and Harbor</i>		(Introducing Section VI)	153
(Introducing Section III)	63	<i>The Feathered Airplane</i>	154
<i>A Birthday Party in the Woods</i>	64	<i>Too Much of a Good Thing</i>	159
<i>Off to the Shore</i>	68	<i>The Good-by Present</i>	164
<i>What Uncle Leamy Brought</i>		<i>Seals That Do Tricks</i>	168
<i>Home</i>	72	<i>When the Tide Came In</i>	171
<i>Who Laughed Last?</i>	76	<i>Some Impatient Mule Drivers</i>	176
<i>Boats, Big and Little</i>	80	<i>The Little Birch Twig</i>	180
<i>The Boy Who Found a Pebble</i>	84	<i>Evaluation Chart</i>	185
<i>The Crow and the Pitcher</i>	87	<i>Index</i>	190



Introduction

The opening section of this Guide is a narrative account of the teaching procedures for the first story in the Semester Edition of FROM SEA TO SEA. It is the story of a teacher, whom we call Miss Adams, and her average group of third-grade children in a typical classroom situation.

Miss Adams used two basic third readers during the year: the Semester Edition of FROM SEA TO SEA¹ during the first semester and OVER HILL AND PLAIN during the second semester. She also used the Teachers' Guide and READ AND DO book to accompany each of these readers.



The first section of this Guide tells how Miss Adams guides her average group of children through the first story in the Semester Edition of FROM SEA TO SEA and through the first three pages in READ AND DO to accompany this edition of FROM SEA TO SEA.

In the remainder of this Guide the procedures for teaching each story are developed under the headings: BUILDING BACKGROUND, DEVELOPMENTAL READING, REREADING, ADDITIONAL READING ACTIVITIES, and RELATED EXPERIENCES.

¹ The Semester Edition of FROM SEA TO SEA is a simplified form of the Full Year Edition of this book. It presents fewer new words, fewer variant forms, and only half of the word-recognition program. Also the phrasology is simplified. The other half of the word-recognition program included in the Full Year Edition of FROM SEA TO SEA is introduced in OVER HILL AND PLAIN which is designed for use during the second semester of the third year. Each of these books is accompanied by its own Teachers' Guide and READ AND DO book.

Teachers who wish to use only one basic reader during the entire third year will find a complete program offered in the Full Year Edition of FROM SEA TO SEA, and the accompanying Teachers' Guide and READ AND DO book.

From Sea to Sea

"We're in third grade now. We will have new books, won't we, Miss Adams?" asked Peggy.

"Yes, Peggy," said Miss Adams. "As soon as all of the children are here, I will show you your new books."

Shortly after the morning session began, Miss Adams asked Peggy and all of the children in Peggy's group to work with her. First she showed them a copy of the Semester Edition of *FROM SEA TO SEA*. The children discussed the cover design and the cover picture. Then they read the title of the book. "Why do you think this book is called *FROM SEA TO SEA*?" asked Miss Adams. The children ventured various opinions. Miss Adams guided them to the conclusion that the book contains stories about children who live in all parts of our country from one sea to the other.

She gave each child a copy of the book. "Turn to the first picture," she said. "These are two children whom we shall read about in one of the stories. Where are they? Do you think it is appropriate to have a picture of the sea in the first illustration? Why?"

"Turn to the list of stories. Here you will find the names of all the stories in your book. The book is divided into six parts or sections, and each section has a name. Can you find the name of the first section?"

Miss Adams helped the children read the names of all six sections. She encouraged discussion in regard to the different kinds of stories which they would find in their new book as indicated by each of these section titles. She also called attention to the fact that in the table of contents the children could find the author of each story as well as the page on which each story begins.

"Now turn back to the first section which is called *Sun, Wind, and Waves*. What is the name of the first story in this section, Alice?"

Alice read *The Old Boat Goes to Sea* in the table of contents.

"On what page does the story begin, Jack?"

"On page 7," Jack replied.

"Shall we read the first pages of this story about the old boat? Turn to pages 6 and 7."

The Old Boat Goes to Sea

PAGES 7-15

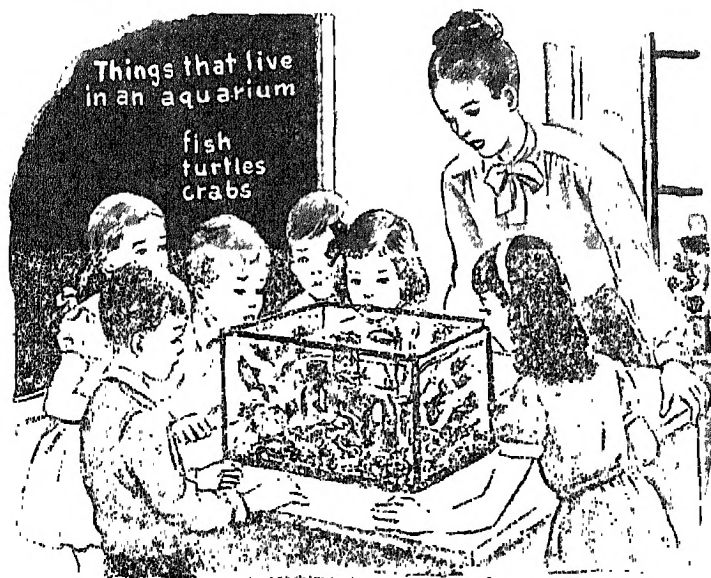
"Here is a picture of the sea," said Miss Adams as she began BUILDING BACKGROUND for the reading of the first story. "Jimmie and Tom are the two boys in the picture. They are having a wonderful time playing in the waves.

"How many of you have ever played on the beach at the seashore? If you haven't been to the seashore, have you played on the shore of a lake? Did you ever stand on the shore and let the waves wash over your bare feet?"

A few children told briefly their experiences in playing in the waves.

Miss Adams then introduced the new word *aquarium* and extended the children's concept in regard to the meaning of this word. With this group of children she always introduced the new words in oral context and wrote them on the blackboard before the children read them in their books. She usually introduced the new words for three or four pages at one time.

Pages
7-9
crab
saving
rocket
aquarium



"Do any of you have an aquarium at home? What do you have in your aquarium?"

"Let's make a list of all the things that could live in an aquarium," Miss Adams wrote on the blackboard *Things that live in an aquarium*. Then she wrote the names of various water animals as the children suggested them. Fortunately the word *crab* was mentioned. If it hadn't been, Miss Adams would have mentioned it herself, since it was one of the new words to be introduced.

"If someone should ask you what an aquarium is, what would you say, Peggy?"

"A glass dish where animals that live in the water are kept," said Peggy.

"Does the container have to be a glass dish?" asked Miss Adams. "If water animals were kept in a pail or a wooden box, would the pail or the box be an aquarium?"

The children finally concluded that an aquarium may be any container of water in which animals that live in the water are kept.

After clarifying the concept of an aquarium, Miss Adams introduced the new words *saving* and *rocket*. She also reviewed the compound word *seashore* and introduced the compound word *horseshoe*.

"The boys in this new story made an aquarium at the *seashore*. They found something that was shaped like a *horseshoe*," Miss Adams wrote on the blackboard the italicized words. She had the children find and read the two separate words in each compound word.

"At times the boys played that they were fishing in the deep sea. At other times they played that they were men *saving people* who were lost at sea," said Miss Adams as she wrote the italicized phrase on the blackboard.

"When a ship is in trouble at sea, it sometimes signals with a rocket. The rocket flashes a stream of light like the rockets which are sometimes sent up on the Fourth of July," Miss Adams wrote a *rocket* on the blackboard. "Perhaps the boys in our new story will see a rocket. We'll find out when we read the story."

After building background and introducing the new words for the first three pages of the story, Miss Adams had these pages read in response to motivating statements and questions, as follows:

"Read page 7 to yourselves and find out how the boys played a game with the waves."

After the children had read the page silently, Miss Adams asked Russell to tell how Jimmie and Tom played the game.

Since Alice especially needed practice in oral reading, Miss Adams said, "Read the last paragraph aloud, Alice, so we can see if Russell told us exactly how the boys did play a game with the waves."

Alice read the last paragraph orally, and all of the children decided that Russell had described the game accurately.

"Now turn to page 8," said Miss Adams. "Look at the picture. What do you suppose Tom has found?"

"A shell, a clam, a jelly fish," came the answers.

"Let's read and find out. When you find out what it was, you may stand."

The children read silently, and soon all of them were standing. "What did he find, Jack?" asked Miss Adams.

"A crab," replied Jack.

"Yes, *a horseshoe crab*," Miss Adams wrote the phrase on the black-board and explained that a horseshoe crab is a large crab shaped like a horseshoe.

"Now read the rest of the page and find out what the boys did with the crab."

After the children had read the page, Alice told how the boys put the crab in the old boat.

"The last paragraph told about something else that the boys played. What did they play, Jack?"

"They played that they were men going fishing," replied Jack.

"Now look at page 9," said Miss Adams. "Tom and Jimmie are in the old boat. Does Tom look as if he were playing that he is saving people?"

"Read the first three paragraphs to yourselves, and find out how the boys played that they were saving people."

"The last half of the page tells how the boys happened to think about making an aquarium. Read that part to yourselves."

"How did the boys happen to think about using the old boat for an aquarium? Tell us in your own words, Henry."

"They had the crab in the boat. They wanted to keep it there, so Tom said, 'Let's make an aquarium for it out of the old boat.'"

Since there were several children in this group who would profit by oral reading, Miss Adams sometimes concluded a reading period by

having one or two pages read orally in response to clearly stated motives. She concluded this reading lesson by saying, "Now let's all enjoy these two pages together by reading them aloud. Louise, will you read on page 8 the first two paragraphs which tell how the boys played with the waves? Read the next three paragraphs, Alice, to tell us about the boys' experience with the crab. Read the last paragraph, James, to tell us what the boys played.

"Read the first three paragraphs on page 9, Jack, to tell us how the boys played that they were saving people. Read the last three paragraphs, Peggy, to tell us how they happened to think about making an aquarium."

After the reading was completed, Miss Adams asked Shirley to collect the books. She always had the books collected after a reading lesson so that the stories would be new and interesting when the children read them together and so that background discussion and motives for reading would be stimulating and effective.

Before the children went to their seats, Miss Adams introduced **READ AND DO** to accompany **FROM SEA TO SEA**.

"This is a book of interesting things for you to read and do while you are reading **FROM SEA TO SEA**." Miss Adams had the children read the title of the book and discuss the cover design and picture. Then she gave them their copies of **READ AND DO**.

"Turn to the first page," she said. "Look at the picture. We have been talking and reading about many of these things. Can you find the rocket?"

Miss Adams continued to ask questions until the children had identified all of the pictures. Then she made sure that they understood how they were to work with the page. After this explanation the children went to their seats to do **INDEPENDENT WORK**. This first page in **READ AND DO** gave additional practice on the new words on pages 8 and 9 in **FROM SEA TO SEA**.

In the afternoon Miss Adams had these children spend a period participating in reading activities in addition to those which they had in working with the story in the reader and with **READ AND DO**. Frequently she devoted an entire period to **ADDITIONAL READING ACTIVITIES**. At other times she had the children engage in one or more short activities at the end of the reading period. These activities were

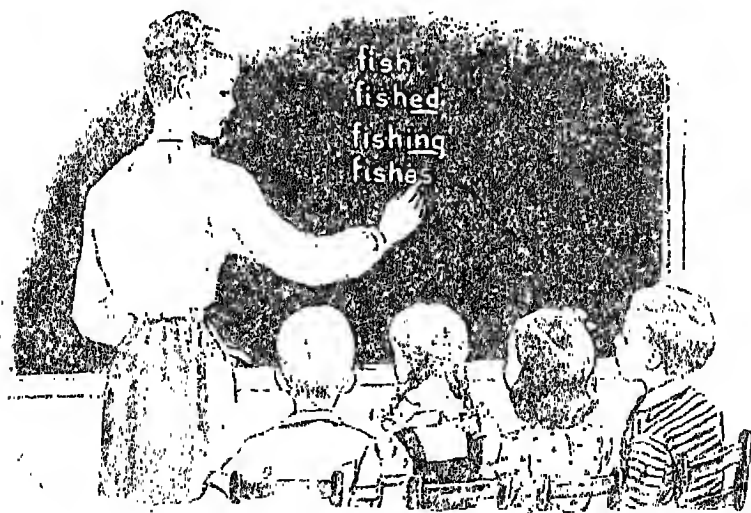
designed to develop ability in the fundamental skills of WORD RECOGNITION, INTERPRETATION OF MEANING, and APPLICATION OF STUDY SKILLS; and to increase APPRECIATION.

On this particular afternoon Miss Adams gave the children practice in WORD RECOGNITION. Up to this point she had introduced the new words in oral context and written them on the blackboard. This group of children, however, needed much more practice in order to develop maximum facility in attacking words independently.

Since several children were still having difficulty in reading word variants made by adding *ed*, *d*, *ing*, and *es* to stem words, Miss Adams decided to review these variant forms early in the semester.

"We are going to make some new words out of old words," she said at the opening of the afternoon period. "What is this word?"

She wrote *fish* on the blackboard and had it read. Then she wrote *fished*, *fishing*, and *fishes*. She had each new variant form read and asked different children to underline the endings *ed*, *ing*, and *es*.



Following this development she wrote on the blackboard each of the directions below with its accompanying list of words, one group at a time. Then she asked different children to read a word in the list, add the specified ending, and read the resulting word. In working with the three lists of *ed* words she called attention to the

three different sounds of *ed*. In working with the two lists of *d* words, she called attention to the two different sounds of *d*.

Make ed words

call	watch	shout
row	flash	land
shovel	thank	wait
play	cook	post
trail	wash	float

Make d words

wave	fence
store	dance
surprise	hope
use	like
whistle	

Make es words

fish
flash
watch
dress
lunch
push

Make ing words

sing	pick
stay	bark
row	jump
flash	will
shovel	go

After completing the blackboard work, the children went to their seats and worked with page 2 in *READ AND DO* which provided additional practice in writing variant forms and using them in context.

The next morning Miss Adams began the school day by reading two poems to the children: "Shore"¹ by Mary Britton Miller, and "Sand Castles" by W. Graham Robertson.

All of the children were delighted with the poems. Those who were reading "The Old Boat Goes to Sea" enjoyed them especially since they were related to the theme of the story.

Soon it was time for the children who were reading about the old boat to have their morning reading period. Miss Adams passed the books and used the pictures on pages 10 and 11 as a basis for introducing the new words.

"What were Tom and Jimmie about to do in the part of the story which we last read?" asked Miss Adams.

"They were going to make an aquarium out of the boat," said Ann.

¹"Shore," by Mary Britton Miller, *Menagerie*, The Macmillan Company, New York, 1928; "Sand Castles," by W. Graham Robertson, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Chicago, 1934.

"That's right, Ann. Turn to page 10, children. What is Tom putting into the aquarium? What is Jimmie putting into it?"

"Look at the picture at the bottom of page 11. What are the boys holding in the water?"

"A net," replied Stewart.

"Yes, it is a *net*," said Miss Adams as she wrote the phrase on the blackboard.

"Where are the boys?"

"On the dock," said Russell.

"You are right. It is *the dock*," Miss Adams wrote this phrase.

"The boys seem to be playing all the time. Do you think school was in session?"

"No, it was vacation," said Shirley.

"*It was vacation*," replied Miss Adams as she wrote this phrase.

At this point in her DEVELOPMENTAL READING Miss Adams had introduced all of the new words on pages 10 and 11, except *eel*. She expected the children to read *eel* phonetically when they encountered it. The children were now ready to begin their first reading of the new pages.

"Read page 10 to find out how the boys made their aquarium and what they first put into it."

After the children had read the page silently, Miss Adams checked their comprehension by asking one child to tell how the boys made their aquarium and another to tell what they put in it.

"Something very exciting happened. Read page 11 to yourselves and find out what it was.

"What happened?" asked Miss Adams, after the children had read the page silently.

"They caught an eel," answered Louise.

The children discussed how the eel was caught.

"Now turn to page 12," said Miss Adams. "What do you think the boys have in the net? Where do you think they will put the eel?"

"Read the first part of the page to find out if the eel made a good pet. Read the rest of the page to find out what the boys were supposed to do with the animals when vacation was over."

After the children had read and discussed this page, Miss Adams devoted a few minutes to ADDITIONAL READING ACTIVITIES concerned with INTERPRETATION OF MEANING.

"Close your books," she said. "I am going to ask you some questions I believe you can answer even though the answers are not in the story."

She asked these questions: "Why did the boys think it would be all right to use the boat? Why did the boys think that the cat was like a captain? Why did Tom's mother want the children to let the animals go free?"

Following the discussion of these questions, the children went to their seats and worked with the left-hand side of page 3 in *READ AND DO*.

At recess time Henry asked, "Miss Adams, could we make an aquarium for our room?"

"I think we could," replied Miss Adams. "We'll talk to the other children about it after recess."

As a result the children planned to make an aquarium. Miss Adams wrote the plans on a chart as follows:

Plans for an Aquarium

Jack will bring a big dishpan.	Ann will bring a snail.
Stewart will bring some sand.	Jack will bring some seaweed.
Peggy will bring a goldfish.	Shirley will bring some shells.

The children carried out these plans during the next two days while they were still working with the first story in *FROM SEA TO SEA*. Planning and preparing a classroom aquarium was an experience which was closely related to the experience of the characters in "The Old Boat Goes to Sea." This *RELATED EXPERIENCE* contributed to the children's appreciation and enjoyment of the story.

Pages
13-15
fog
lifesaving
station

Miss Adams opened the afternoon reading period by saying, "We will finish our story today, but first I will tell you something about a *lifesaving station*." She wrote the phrase on the blackboard.

"You will enjoy the rest of the story more if you have some information about a lifesaving station. Here is a picture of a lifesaving station in an encyclopedia which I borrowed from the library."

Miss Adams showed the picture to the children, explained the way in which the lifesaving station functions in a storm, and emphasized especially the use of *the fog horn*, writing this phrase on the blackboard.

"Now we will go on with our story. What was happening in the part of the story which we read last, Jack?"

"Vacation was almost over, and Tom's mother wanted him to let the fish go free."

"The boys put off doing this, however, and then something happened," said Miss Adams. "Turn to page 13. Read the first two paragraphs to yourselves and find out what happened."

"What happened, Tommy?" she asked, after the children had read the paragraphs silently.

Tommy told in his own words what happened.

"The rest of the page tells us a surprising thing that happened after the storm. Read and find out what it was."

The children discussed the incident. Then Miss Adams called their attention to the picture at the bottom of the page.

"Look at the picture," she said. "Do the boys seem puzzled? What do you suppose happened to the old boat?"

"Turn to page 14 and find out if the boys saw the boat out at sea. What did they see?"

"Read page 15 and find out if the boat was saved."

"Was it saved, Peggy?"

"Yes, and the men were saved too," said Peggy.

"Do you think that was a good way for the boys' summer vacation to end?" asked Miss Adams.

"Yes," replied Jack with enthusiasm. "Seeing the lifeboats go out and save the men was exciting."

After a brief discussion about the entire story, Miss Adams sent the children to their seats to work with the right-hand side of page 3 in READ AND DO. This work checked their retention of facts in the story and provided more practice in reading the new words.

The next morning Miss Adams again devoted an entire period to ADDITIONAL READING ACTIVITIES. Since this group of children needed help in attacking new words independently, Miss Adams decided to use this period for different types of work in word recognition.

Several new compound words, composed of two known words, appear in the story, "The Old Boat Goes to Sea." Miss Adams decided, therefore, to help the children attack a new compound word by analyzing it into two known words.

She initiated the discussion by saying, "In the story about the old boat and in the next story we will read there are several words which are made of two words. I wonder if you can tell me what the two words are in each of these words." Miss Adams wrote in a column on the blackboard: *seashore, horseshoe, raincoats, lifeboat, life-saving, grandfather, anyone, grandmother, someone.*

"What is the first word, Ann? Can you underline and read one word within the word *seashore*? Henry, can you underline and read the other word in *seashore*?"

Miss Adams continued in this way until the two words in each of the compound words had been underlined and read.

Then she reviewed the long and short sounds of the vowels *a, e, and i*, and the terms *long vowels* and *short vowels*. First she wanted to make sure that the children could discriminate between the long and the short vowel sounds. She began work in auditory discrimination by saying, "The vowel *a* has more than one sound. Sometimes it says its own name. Listen to these words and clap *once* each time I say a word in which you can hear *a* say its name: *ate, at, cake, cause, cat, take, an, lake.*"

The children enjoyed this "Clap Game," and they all clapped for the right words.

Miss Adams then proceeded to give the children practice in visual and auditory discrimination by having them identify long and short *a* in written words.

"When *a* says its own name, as in *ate*, it is called long *a*; when *a* sounds as it does in *at*, it is called short *a*."

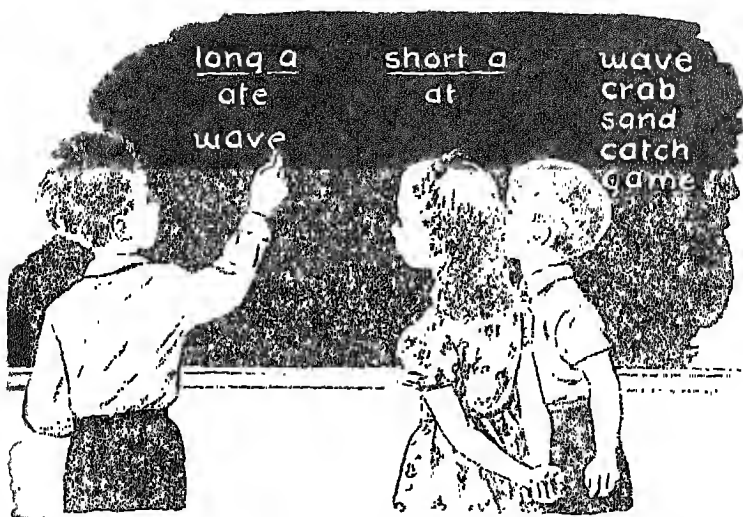
Following this explanation she wrote on the blackboard two headings and two "key words" to use as references:

<u>long a</u>	<u>short a</u>
ate	at

Then she wrote this list of words from the story which the children had just read: *wave, crab, sand, catch, game.*

"Henry, will you find a word with long *a* in it, read it, and write it under the heading *long a*?"

Henry read *wave* and wrote it under the appropriate heading. Other children were called upon until each word had been placed under the correct heading.



Miss Adams then continued with the same procedure in reviewing the two sounds of *e* and *i* and in teaching the terms *long e*, *short e*, *long i*, *short i*.

These are the words which she used orally in having the children play the "Clap Game" with the two sounds of *i*: *ride*, *is*, *child*, *did*, *five*, *fire*, *win*, *wire*. The words which she wrote on the blackboard for the children to classify under the long and short *i* headings were: *tie*, *life*, *Kidd*, *it*, *prize*, *light*, *fish*.

For the long and short sounds of *e* she used orally *be*, *he*, *feel*, *see*, *met*, *led*, *deep*. For blackboard work she wrote *eel*, *met*, *free*, *let*, *rest*, *we*, *see*, *get*.

When the children went to their seats, Miss Adams had them write on their papers six headings for long and short *a*, *e*, *i* respectively. She wrote on the blackboard the words below and asked the children to write each word under its appropriate heading.

fine	an	he	did	bell	lake	hill	led
cap	ice	me	sale	pat	let	kid	we
mice	sit	pine	men	be	pan	came	make

In the afternoon the children reread the entire story, "The Old Boat Goes to Sea," in a way that was interesting, enjoyable, and purposeful for the children themselves and in a way that gave Miss Adams an opportunity to provide additional practice in the use of a variety of reading skills.

Miss Adams suggested the purpose for REREADING by saying, "There are several sentences and paragraphs in the story about the old boat which would be excellent for pantomiming, that is, dramatizing without talking. Would you like to read the story again to see if you can find these parts and then pantomime them?"

The children greeted this suggestion with enthusiasm, and Miss Adams asked Peggy to pass the books.

"Read page 7 aloud, Jack, and see if you find anything which we might pantomime."

Jack read the page and said, "We could play the part where the boys would run out after a wave and then back again."

After some discussion and evaluation, the children decided that this part was appropriate. Russell and Henry then pantomimed the actions of Jimmie and Tom as they played with the waves.

Other sentences which were selected for pantomiming were:

Tom stopped to look at a horseshoe crab.

They played they were men going fishing.

They played they were rowing out over the angry sea.

They worked hard saving the men on the boat.

They went out on the dock. They got down flat and dropped the net into the water.

The boys ran to the lifesaving station and shouted the news.

The boys saw the lifeboat return with the men who had been almost lost in the storm.

It will be noted that in the purposeful REREADING of this story an opportunity was provided for the APPLICATION OF STUDY SKILLS in that the children selected and evaluated content in terms of a specific purpose; for INTERPRETATION OF MEANING as the children interpreted questions by drawing inferences from the text; for APPRECIATION as the children relived, imaginatively, experiences of the characters.

The REREADING of the story concluded the work with "The Old Boat Goes to Sea." In teaching this story Miss Adams had spent some time in BUILDING BACKGROUND; she had guided the children through their first DEVELOPMENTAL READING of the story; she had used ADDITIONAL READING ACTIVITIES; and she had provided RELATED EXPERIENCES. All of these activities contributed to well-rounded skill development and appreciation in reading. Moreover, the children enjoyed the story so thoroughly that "The Old Boat Goes to Sea" will continue to live in their memories as all good literature should do.

Blueberry Muffins

PAGES 16-23

BUILDING BACKGROUND

Guide a discussion in which the children tell their experiences in picking berries. Ask them what kinds of berries they have picked and where they went to pick them.

"What did your mother do with the berries you picked? Did she ever make muffins and put berries in them? What are muffins? What kind of berries are good in muffins?" Emphasize the fact that *blueberry muffins* are especially delicious. Write the italicized phrase on the blackboard as you say it.

DEVELOPMENTAL READING

Word Development: (The new words *blueberry* and *muffins* were introduced while building background.) "Our new story is about blueberry muffins. Turn to page 16. Look at the picture. The girl is Judy and the boy is Jack. The woman is their grandmother. What do you think Jack is eating? Who do you think made the muffins?"

Pages
16-19
blueberry
muffins
bad

"When a person is disappointed about something, we sometimes say, 'That's *too bad*.' " Write this last phrase. "Someone in the story was disappointed. We'll find out why as we read."

Note: From this point no mention will be made of writing new phrases or words on the blackboard as they are developed in oral conversation. It is to be understood that all words appearing in italics are to be written on the blackboard during discussion.

Reading: "Read page 16 to find out if Jack liked his grandmother's blueberry muffins." After reading the page the children may discuss the motive for which they read. Similarly each of the next three pages may be read in response to a motive, followed by discussion of the motive, as: "Read page 17 and find out how the children found the blueberry bushes. Read page 18 and find out why Jack looked worried in the picture. Read the next page and find out how the children tried to take care of Happy."

Discussion: After the four pages are read, conduct discussion for the purpose of checking comprehension and contributing to interpretation and appreciation. If the children need practice in oral

reading, have sections read orally as they contribute to the discussion. Suggested questions for discussion are: "Why did Grandmother let Jack eat so many of her muffins? Why did Grandfather put Happy in the shed? How did it happen that Happy was out where the children were picking blueberries?"

Pages
20-23
easy
perhaps
rock
dipped

Word Development: "Do you think it will be *easy* for the children to follow Happy? Look at the picture on page 21. Where is Judy sitting? Yes, on a *rock*. She and Jack want to make a plan for getting home. Do you think perhaps they will think of a plan? Yes, *perhaps they will.*" Introduce *dipped a wing* while the children are discussing the picture on page 22. Explain the meaning of the phrase if necessary.

Reading: (20) "Read and find out what happened when Jack and Judy tried to follow Happy." (21) "What unexpected thing happened next?" (22) "Find out if the airplane landed near Jack and Judy." (23) "Find out how Jack and Judy were finally rescued."

Discussion: See INTERPRETATION OF MEANING.

Note: It is suggested that throughout the book the teacher use this procedure: Have portions of text read silently in response to motivating questions; then have the children answer the questions in their own words or by reading pertinent passages orally. Follow with additional questions to check comprehension and interpretation. When appropriate, guide discussion which will increase appreciation of any phase of the story with which you are working. Use the ADDITIONAL READING ACTIVITIES at the end of reading periods or in separate periods according to the needs of the children.

REREADING

Select two children for each page. One child may tell the part of the story which is on the page; then the other child may read the page. Ask the class to decide whether the first child told the story accurately.

ADDITIONAL READING ACTIVITIES

Note: These activities may be used at the end of reading periods or during periods set aside for skill practice, according to the needs of the children.

The marginal page reference beside each activity indicates the point in the story at which the teacher may use the activity. The teacher will, of course, let the children read as many pages of the story, *consecutively*, as she thinks advisable and follow with the additional reading activities which relate to these pages.

WORD RECOGNITION

Reviewing long and short *o*, *u*, *y*

Write on the blackboard the key words below for long and short *o*. Use after page 21.

<u>long o</u>	<u>short o</u>
go	on

Write the words below on the blackboard. Call upon different children to indicate a word, read it, and tell you under which heading it belongs. Write the word in the appropriate list.

no, not, top, old, over, stop, hope, got, fog, hold, dock, open

Use the same procedure to review the two sounds of *u* and *y*.

Suggested words to use in reviewing *u* are:

<u>long u</u>	<u>short u</u>	Judy, up, blue, fun, bushes, music,
use	us	just, truck, but, Sue, suit, much, muffins

Suggested words to use in reviewing *y* are:

<u>long y</u>	<u>short y</u>	fly, happy, angry, dry,
by	pony	easy, sky, berry, very

* Give practice in the contextual application of long and short sounds of these vowels by having the children select the right word to fill the blank space in each of the sentences below.

If the children need additional blackboard development, write the sentences and words on the blackboard. Help them select and evaluate each word in terms of its appropriateness in completing the sentence under which it is written.

* *Note:* One part of the above activity for reviewing vowel sounds is starred. From this point on, starred portions of any ADDITIONAL READING ACTIVITIES may be used either for blackboard development or for INDEPENDENT WORK, according to the ability of the children.

If the children do not need additional guided work, the sentences may be used for **INDEPENDENT WORK**. Have them copy each sentence from the blackboard and write the correct word in each blank space.

What is the right word? It will have a long u, a long y, or a long o.

The berries that Grandmother put in muffins were . . .

black blue red

Jack wanted to wave at the airplane, but he didn't know what to . . .

us get use

Jack and Judy could see the airplane . . . away.

run fly wave

The airplane was far up in the . . .

trees wind sky

What is the right word? It will have a short u, a short y, or a short o.

Jack and Judy were staying . . . their grandfather's farm.

na on aver

Jack said, "When you are last, you . . . not walk around."

most music must

The children were tired and . . .

dry hungry glad

INTERPRETATION OF MEANING

Interpreting phrases

Use after page 23. Have the children discuss the meaning of the underlined phrases in the sentences below. Then have them rephrase each sentence in their own words to convey the same meaning.

Jack and Judy were going to pick blueberries.

It seemed too bad to go home with no berries.

Happy was off like a flash.

When Happy jumped, the string snapped.

The plane dipped a wing.

RELATED EXPERIENCES

Bring some fresh or canned blueberries to school. Let the children taste the berries. They may make blueberry muffins if school facilities permit.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Blueberry Pie," page 83, *Friendly Village*, Row, Peterson and Company, Evanston, Illinois, 1941.

"Telling Directions by the Sun," page 194, *People and Places*, Ginn and Company, Boston, 1940.

To be read to the children

Stories: "Raspberry Patch," by Grace Paull, Doubleday, Doran and Company, Inc., New York, 1941.

"The Flying Princess," by Charlotte E. Lewis, *Best Stories for Boys and Girls*, Fourth Collection, compiled by Carol Ryrice Brink, Row, Peterson and Company, Evanston, Illinois, 1938.

Poem: "Sunning," by James S. Tippet, *A World to Know*, Harper and Brothers, New York, 1933.

Brown Bear Camp

PAGES 24-32

BUILDING BACKGROUND

Ask the children to discuss their experiences in summer camps. Watch for opportunities to introduce the new words in oral conversation. "Have you ever been in a summer camp? What was the name of the camp? What did you learn to do while you were there? Were the children in the camp divided into groups according to age? What were the groups called?"

DEVELOPMENTAL READING

Pages
24-25
camp
learn
middle-
sized
swimming
teacher
(hi)

Word Development: "Our new story is about a boy named *Ned Hunter*. Ned went to a camp called *Brown Bear Camp*. The boys there were divided into three groups: *Little Bears*, *Middle-sized Bears*, and *Big Bears*.

"Perhaps Ned will *learn to do something* at Brown Bear Camp. We'll find out.

"Open your books to page 24. Here is a picture of the boys at camp. The boy at the left is Ned Hunter. What is he doing? What are the other boys doing? Who is the man walking toward Ned? Yes, he is the *swimming teacher*. What do you suppose the boys say when they call to one another? Yes, sometimes they say, 'hello,' but in this story one of the boys called, . . ." hi "This little word has a long i. What is it?"

Reading: (24) "Find out why Ned wasn't swimming with the other boys." (25) "See if he really cared that he couldn't learn to swim."

Discussion: "Why did Ned kick the log? Why do you think that he would have been happier if he had been able to dive?"

Pages
26-29
breath
strokes
grabbed

Word Development: "In order to swim, what would Ned have to do with his arms? Yes, he would have to *do the strokes*. If he put his head under water, what should he do with his breath? He should *hold his breath*. How many of you have learned to swim? Have you ever thought you were going to sink and *grabbed at someone* to save yourself?"

Reading: (26) "Find out how Ned happened to be in the water and whom he grabbed." (27) "Find out if Ned did learn to

swim." (28) "Find out how the other boys made Ned unhappy." (29) "Something happened to the Little Bear. Find out what it was."

Discussion: See INTERPRETATION OF MEANING.

Word Development: "When the Little Bear fell into the water, he was so frightened that he screamed. Ned was in the water *in a second*." Pages 30-32
second

Reading: (30) "Find out if Ned got to the Little Bear." (31) "Find out how Ned kept the Little Bear's head up and what the swimming teacher said." (32) "Find out if Ned finally did learn to swim."

Discussion: See APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread each page in order to select the part which answers a specific question. One child may read orally the part he selects. The class may decide whether or not the part read really does answer the question.

Suggested questions are: (24) Why do you suppose the camp was called Brown Bear Camp? (25) What did Ned see that made him unhappy? (26) What proved that Ned still couldn't swim? (27) How did Ned act when his head went under water? (28) Why did the boys stop talking as Ned came in? (29) How did the Little Bear happen to fall into the water? (30) What shows that Ned didn't think about being afraid of the water? (31) How did the swimming teacher punish the Little Bear? (32) What two paragraphs tell about Ned when he first began to swim?

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Recognizing compound words

The compound words below are words which the children have read recently or will read in the remainder of the story. Write the words on the blackboard. Have different children find, underline, and read the two words in each compound word. Use after page 29.

anyone	without	himself	someone
sometimes	horseshoe	seashore	raincoats
lifesaving	workshop	lifeboat	blueberries

* Write on the blackboard the words below. Ask the children to combine a word in the left-hand column of each group with a word in the right-hand column to form a new word. They may write a list of the new words they make.

sea	shoe	him	out
horse	shore	with	self
rain	coats	may	be
life	berries	life	shop
blue	one	some	saving
any	boat	work	times

To give practice in attacking these compound words in context, write on the blackboard the sentences below and have them read. If a child has difficulty with a compound word, have him underline and read each separate word, then the entire word.

The boys who stayed all night on the island found some blue-berries.

Sometimes you can find a horseshoe crab on the seashore.

The men from the lifesaving station went out to sea in a lifeboat.

Reviewing variants made by adding *s* and *'s*

Use after
page 32.

Write on the blackboard in two vertical lists the headings and words below. Ask different children to add the appropriate ending to each word and read both the stem word and its variant form.

Add s: wave, house, use, stone, shell, bear, day, leg, letter, apple

Add 's: Tom, Happy, Toby, Jack, Judy, Ned

INTERPRETATION OF MEANING

Interpreting words

Use after
page 26.

Have the children discuss the meaning of words in the story by answering these questions: Who were the Little Bears in this camp? Who were the Middle-sized Bears? What are strokes in swimming? What did the boy do when he made a beautiful dive?

* See *Note*, page 21.

APPLICATION OF STUDY SKILLS

*** Following directions**

Write on the blackboard the paragraph below. Tell the children the words *draw* and *picture*. Ask them to follow the directions. Use after page 32.

Draw a picture of Big Bear Camp. Make a little island far out on the lake. Make a big dock, a little dock, and a middle-sized dock. Make two Big Bears swimming in the lake. Have one Middle-sized Bear making a dive off the dock. Make green trees near the blue lake. Make five Little Bears on the shore.

READ AND DO, pages 7-9.

RELATED EXPERIENCES

The girls may make a poster to represent a girls' camp; and the boys, one to represent a boys' camp. Different children may make pictures of tents, trees, docks, boats, boys, or girls. Their pictures may be pasted on backgrounds painted to represent sky, water, and grass.

SUGGESTED STORIES AND POEMS

To be read by the children

"Fun in the Lake," page 6, *Friends about Us*, Lyons and Carnahan, Chicago, 1940.

To be read to the children

Story: "A Mountain Cablegram," by Esse Hamot, *Best Short Stories for Boys and Girls, Fourth Collection*, compiled by Carol Ryrie Brink, Row, Peterson and Company, Evanston, Illinois, 1938.

Poems: "Swimming," by Clinton Scollard, and "Camp Chums," by Rose Waldo, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1939.

* See Note, page 21.

The Apple Tree Post Office

PAGES 33-41

BUILDING BACKGROUND

Ask the children to discuss their experiences in having secret clubs, codes, and a *secret post office* for mailing letters. List places in which the children have held club meetings, as: in a barn, under an apple tree, among *lilac bushes*, in a playhouse. Show a picture of lilac bushes if possible.

DEVELOPMENTAL READING

Pages
33-35
Rose
o'clock
club
Jean
Ellen
secret

Word Development: "Our new story is about three little girls named *Rose*, *Ellen*, and *Jean*. The girls had a *club* and a *secret post office*. Once the club met at *three o'clock*."

Reading: (33) "Look at the picture. Whom does *Rose* see from the window? Read to find out something about the old man." (34) "Find out why *Rose* was no longer thinking of the old man." (35) "Find out about the secret post office."

Discussion: "Why was *Rose's* mother glad that the old man had the little dog? What is a club? Why was the post office called 'secret'?" See also APPLICATION OF STUDY SKILLS.

Pages
36-41
lilac
read
deaf

Word Development: "*Rose* and her friends had a playhouse inside a ring of *lilac bushes*. As you read, you will find out why *Rose* went to *Lilac House*. So far we have *read about the girls*. Soon we will read about someone who was *deaf*."

Reading: (36) "What did *Rose* do when she received the secret letter?" (37) "Find out what startling news *Jean* had." (38) "What exciting thing happened that night?" (39) "Find out what was in the hole." (40) "What did the girls say to the old man?" (41) "What plan did the girls make?"

Discussion: See APPRECIATION.

REREADING

Write on the blackboard the headings below. Explain that you have written names for different parts of the story. Ask the children to reread the story silently until they have finished reading the part about "Old Man Walking Stick." Have a child read that part

orally. Ask why "Old Man Walking Stick" is a good title for the part. Continue this procedure until the entire story has been reread.

Old Man Walking Stick

The Club

The Apple Tree

The Letters

Lilac House

Jean's News

The Girls' Plan

How the Girls Carried Out Their Plan

What They Found

What the Girls Said About the Kitten

How the Girls Thanked the Old Man

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Recognizing compound words

Write on cards words which are parts of the compound words below, for example: on one card write *it*, on another card write *self*. Give a card to each child. One child may stand before the class and show his card (such as, *field*). Any child who has a word (such as, *air*) which will combine with *field* to make a compound word (*airfield*) then holds his card beside the other child's card. A third child may read the compound word. The words suggested are words which the children have read in recent stories or will read in the next two stories.

Use after
page 41.

airplane

outside

icebox

popcorn

everyone

flashlight

runway

headlight

understand

bedtime

seaplane

workshop

within

tonight

airfield

barnyard

sidewalk

everywhere

sometimes

someone

*To give practice in recognizing compound words in context, write on the blackboard the words and incomplete sentences below. Different children may find a word which can be added to the word on the line in each sentence to make a compound word, write the word on the line, and read the sentence.

stand walk in light field time night one

Only the girls in the club could under . . the secret letters.

The girls ran down the side . . .

A whistle came from with . . the lilac bushes.

*See Note, page 21.

LEARNING TO READ

Ellen whispered, "Let's watch our post office to . . ."

Marcia had a flash . . .

Rose sow some . . . in the dark near the tree.

Airplanes landed at the air . . . near Jean's home.

Rose's mother said, "Rose dear, it is bed . . ."

Reviewing the variants *ing*, *ed*, *es*

Use after page 41. Write *land* on the blackboard. Read it and ask the children what to add to make the word *landing*. Add the *ing*. Use the same procedure for *fly*, *cook*, *do*, *think*, *kick*, *camp*.

Follow a similar procedure in converting *thank*, *learn*, *ask*, *post*, *wait*, *land*, into *ed* forms; *fish*, *lunch*, *branch* into *es* forms.

APPLICATION OF STUDY SKILLS

* Following directions

Use after page 35. Have the children draw clocks which tell the time indicated by the phrases below and write the appropriate phrase under each clock.

Time to get up

Time for lunch

Time for breakfast

Time to go home from school

Time to be in school

Time for dinner

Time to go to bed

APPRECIATION

Noting changing attitudes

Use after page 41. "Did you think that Rose and her friends were kind and thoughtful when you began to read this story? What did Rose's mother say she should not do? Why? How did the girls change their attitude toward the old man at the end of the story?"

Ask the children to supplement the discussion by relating personal experiences in which they have been kind to someone who was old, deaf, or blind.

READ AND DO, pages 10-12.

RELATED EXPERIENCES

The children may organize a service club to sponsor some special school activity.

* See Note, page 21.

They may write letters of appreciation to some person who has done something kind for the class.

SUGGESTED STORIES AND POEMS

To be read by the children

"A New Game," page 6, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "A Tree with Strange Apples," by Mary I. Curtis, *Stories in Trees*, Lyons and Carnahan, New York, 1925.

Poem: "The All Alone Tree," by F. O'Neill Galligher, *My Caravan*, compiled by Eulalie Osgood Grover, Laidlaw Brothers, New York, 1932.

The Baby Airplane Could Not Fly

PAGES 42-51

BUILDING BACKGROUND

Post aviation pictures on the bulletin board or show pictures in a book about airplanes. Select pictures which will provide opportunity to use the words *gasoline*, *propellers*, *spinning*, *zoo-oo-ming*, *tank*, *engine*, *runway*, and *control tower*. If no one in the class can explain the function of a control tower, explain that (1) it helps planes to land and take off; (2) it guides planes by lights, blinkers, and radio contact with the pilot and co-pilot.

DEVELOPMENTAL READING

Pages
43-45
gasoline
propellers
spinning
(*zoo-oo-*
ming)
tank
flap

Word Development: (All of the new words except *flap* were introduced while building background.) "Can an airplane *flap* its wings?" (See WORD RECOGNITION for review of speech sounds in connection with *wheels* which appears in this story.)

Reading: (43) "What trouble did the baby airplane have with his wheels?" (44) "Find out about his conversation with the crow." (45) "Why did the crow think the airplane couldn't fly?"

Discussion: See INTERPRETATION OF MEANING.

Pages
46-51
crying
** tears*
engine
control
tower
grass-
hopper

Word Development: "The baby airplane became discouraged and began to cry. Someone asked the baby airplane why *he was crying*." (*Engine* and *control tower* were introduced while building background.) If children have difficulty with *grasshopper*, have them find *grass* and *hop* in the word.

Note: From this point on words which children can easily work out phonetically will be starred. Such words will not necessarily be included in the paragraphs on *Word Development*.

Reading: (46) "What trouble did the airplane have at sea?" (47) "How was the airplane rescued?" (48) "Who came to talk to the airplane next?" (49) "How did the grasshopper help the airplane?" (50) "Find out if the airplane flew this time." (51) "Does the story have a happy ending?"

Discussion: See INTERPRETATION OF MEANING and APPRECIATION.

REREADING

Ask the children to reread the story to find out how many different ones tried to help the airplane learn to fly. Have them read silently until they come to a part in which someone or something tried to help the airplane. Have a child read that part orally. Write on the blackboard the name of the one that tried to help him. Continue in the same way.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing *wh*, *th*, *sh*, *ch*

The word *wheel* may be used as a basis for reviewing the speech sounds. Write this word on the blackboard and introduce the review somewhat like this: "The word *wheel* begins with two letters which have only one sound." In reviewing *wh* and other speech sounds, first have the children look for these elements in words in order to develop visual discrimination. Write on the blackboard a list of words some of which begin with *wh*. Ask different children to find a word beginning with *wh*, read it, and then underline *wh*.

Use after
page 45.



Repeat the procedure with *sh*, *th*, *ch*. Suggested words to use are:

For *wh*: *wheel*, *chase*, *what*, *while*, *step*, *crab*, *when*, *grab*, *breath*,
white, *think*, *why*.

For *sh*: *shore*, *shed*, *seen*, *shovel*, *shook*, *stood*, *shoes*, *please*.

For *th*: *thank*, *think*, *why*, *thing*, *sweater*, *story*, *thief*.

For *ch*: *chewed*, *bread*, *clam*, *cheese*, *chase*, *drink*, *when*, *change*.

The next step is to develop auditory discrimination by having the children listen to these sounds in words. Erase the words. Pronounce the list for *wh* and ask the children to clap once when they hear a word beginning with *wh*. Repeat with the other lists.

After having practice in the visual and auditory discrimination of these sounds, the children may build new words out of known words by adding these speech sounds or by substituting them for initial letters in the known words. Write on the blackboard, for example, *eat*. Ask a child to add *wh* to *eat* to make a new word, then have him read the word which he has made.

Words are suggested below for use in word-building activities. The new words (indicated in parentheses) which the children will make are among the new words which they will meet later in FROM SEA TO SEA.

eat (*wheat*); *girl* (*whirl*); *eel* (*wheel*); *bite* (*white*);
in (*thin*); *made* (*shade*); *tip* (*ship*); *keep* (*sheep*); *crow*
(*show*); *more* (*chore*); *mop* (*chop*); *in* (*chin*); *merry* (*cherry*)

Finally, give practice in working out words which contain these elements as they appear in context. Write on the blackboard the sentences below. Ask the children to tell you a word beginning with *wh* which will complete the first sentence. Write *wheat* in the blank space. Repeat this procedure with the other sentences.

Jack's grandfather grew wh . . on his farm. (*wheat*)

While Tom was at the seashore he saw a wh . . . (*whale*)

Jimmie waved to a sh . . at sea. (*ship*)

Judy sat down in the sh . . of a tree. (*shade*)

Jack climbed the tree and picked a big red ch . . . (*cherry*)

The ice was very th . . . (*thin*)

Discriminating between words similar in configuration

To develop accuracy in recognition of words similar in configuration, have the children play the game described below.

Divide the group into two teams. Tell the children that you are going to write on the blackboard either *where* or *there*. Ask a child on one team to say the word as soon as he can determine which word you are writing. If he reads the word correctly, a point is scored for his team. Choose a child on the other team to read the next word you write, and so on. Words suggested for this game are: *if, of, tried, tired, they, then, thought, through, was, saw, who, how, could, would, very, every, when, then*.

* For practice in contextual settings write on the blackboard sentences and words similar to those below. Have the children select the correct word to complete each sentence and write it in the space.

The little airplane said, "I . . . to fly."

went want

He did not know . . . to do.

what that

... a crow told him to flap his wings.

Them Then

A grasshopper . . . along.

came come

INTERPRETATION OF MEANING

Interpreting words and phrases

Guide a discussion concerning the meaning of the words or phrases underlined in the sentences below.

The airplane always landed on his back.

The planes went off with their propellers spinning.

The crow said, "Maybe you don't flap your wings right."

A bird said, "You should take off from the water."

The airplane was not a seaplane.

The airplane dipped a wing.

The grasshopper called, "Happy landings!"

* See *Note*, page 21.

APPRECIATION

Discriminating between fact and fancy

Use after
page 45.

Write on the blackboard the questions below. Have the children read each question and decide whether the answer should be yes or no. Have the correct answer written after each question.

Do you think "A Baby Airplane Could Not Fly" is a real story?

Can an airplane shout?

Can a propeller spin?

Does the tank of an airplane hold gasoline?

Can a fish laugh?

Can a fish wiggle its tail?

Can an airplane flap its wings?

READ AND DO, pages 13-17.

RELATED EXPERIENCES

Have a child sketch on the blackboard an airfield with the runways, wind sock, and control tower. Draw a compass above the tower. Choose different children to indicate on the map the runway which should be used by the plane according to the direction of the wind.

The children may dramatize activities at an airfield. Have one child act the part of the dispatcher in the control tower. Others may play they are airplanes. Guide the dispatcher in calling airplanes in and out.

SUGGESTED STORIES AND POEMS

To be read by the children

"Giant Airplane," page 217, *Faces and Places*, Allyn and Bacon, Boston, 1940.

"At the Airport," page 220, *Lost and Found*, D. C. Heath and Company, Boston, 1942.

To be read to the children

Stories: "Sky-High," by Edith Thatcher Hurd, Lothrop, Lee and Shepard Company, New York, 1941.

"The Silver Zopilote," by Marion Cannon, *Children of the Fiery Mountain*, The Junior Literary Guild and E. P. Dutton and Company, Inc., New York, 1940.

Where the Tall Corn Grows

ILLUSTRATION, PAGES 52-53

BUILDING BACKGROUND FOR THE SECTION

Post on the bulletin board pictures of farm animals; farm crops; and farm machinery, including if possible a picture of a combine. Discuss these pictures with the children, and ask them to tell about their experiences on farms.

Summarize the discussion by writing on the blackboard the headings below. List items which the children may suggest as indicated. Leave the lists on the blackboard for the children to refer to when they read the new words in the stories.

What crops do farmers grow?	What animals do farmers raise?	What implements do farmers use?
corn	pigs	plow
wheat	calves	mowing machine
hay	lambs	threshing machine
potatoes	colts	combine

Following the discussion give the children their books. Have them turn to the table of contents and read the section title, *Where the Tall Corn Grows*. Guide the children to the conclusion that these stories take place in the Middle West.

Next have the children turn to the introductory picture on pages 52-53. "These two children are Sandy and Ann. We will read about them in two of the stories in this section. What are they doing?"

"What do you see under the tree at the right? This is a hand pump for pumping water out of the ground. On some farms a windmill pumps the water. The wind turns the blades of the windmill and pumps the water into a tank. Do you see a windmill in this picture? What else do you see in this picture?" Have the children note especially the farm houses, the barns, the silos. Make it clear that there are two different farms in the illustration.

"Do you suppose Ann and Sandy and the other children on these farms go to school? Yes, they go to a country school called *Grass Lake School*."

Freckle, the Runt Pig

PAGES 54-61

BUILDING BACKGROUND

"The first story in this section is a true story. It happened in a country school which was so far from the children's homes that they couldn't go home for lunch. The girls cooked *hot lunches* at school. Sometimes they made *soup*."

"One day someone gave them a *runt pig* named *Freckle*. Do you know what a runt pig is?" If no one knows, explain that a runt pig is the smallest pig in a litter of pigs.

DEVELOPMENTAL READING

Pages
54-56
runt
Freckle
grow
raise
hot
thin
soup
hardly

Word Development: (The words *runt*, *Freckle*, *hot*, and *soup* were introduced while building background.) "Freckle, the runt pig, was very *thin*. She didn't seem to *grow*." Have the children note the sound of *r* in *Freckle*.¹ (See WORD RECOGNITION for review of the blends *fr*, *dr*, *tr*.) "She was *hardly* as large as a puppy. By feeding her well, however, the children could *raise their own meat*."

Reading: (54) "Read to find out more about a runt pig." (55) "Find out why the children were proud." (56) "What did the girls give Freckle to eat?"

Discussion: "Why were the children disappointed when they looked at Freckle? Why did the small pen seem large with Freckle in it?"

Pages
57-61
such
even
friendly
brought
butcher
taking
proud
thirty

Word Development: "The pen looked big because Freckle was *such a little pig*. The children were surprised to see how much Freckle could eat. They were *even more surprised* to see how fast she grew. Freckle was a *friendly* pig. The children were very *proud* of her. During the summer they took turns and *brought food* to her. Do you suppose the children will mind *taking Freckle to the butcher* next fall? How much money do you suppose Freckle would be worth?" Write on the blackboard sums mentioned, including *thirty dollars*.

¹ See WORD RECOGNITION, pages 39-40, for suggested method and words to use in reviewing *tr*, *fr*, *dr*. When the child's attention is called to a phonetic element or variant form during *Word Development*, you will find, under WORD RECOGNITION, supplementary exercises for additional practice in recognizing the element or variant form.

SECTION II: WHERE THE TALL CORN GROWS [39]

Reading: (57) "Find out if Freckle thrived on the food the children gave her." (58) "What did the boys do to take care of Freckle?" (59) "What did the children do for Freckle during the summer?" (60) "Find out about Mr. March's visit to the school." (61) "What did they do with Freckle? Why?"

Discussion: See INTERPRETATION OF MEANING.

REREADING

Have the children reread the story to check their recall of story details. Ask a question, and have a child answer it from memory. Then have another child find and read the part of the story which answers the question. The class may decide whether or not the first child answered the question accurately and completely.

Suggested questions to ask are: (54) What is a runt pig and what kind of life does it have? (55) Why was Mr. Hall pleased that the children had a pig to raise? (56) What two things did the girls do in the kitchen the first day Freckle was at school? (57) How did the children know Freckle liked her lunch? (58) What happened when Freckle got out of her pen? (59) How did the children care for Freckle during the summer? (60) What happened when Mr. Hall spoke about the delicious lunches they would have? (61) What did the big boy tell Mr. Hall? What did the girl suggest?

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing *tr*, *fr*, *dr*

Visual Discrimination: To review and to develop keen visual discrimination of the consonant blends *tr*, *fr*, *dr*, write on the blackboard each group of words below. Ask different children to read a word which begins with *tr* and underline these two letters. Continue until all words containing this blend have been underlined. Proceed in the same way with the other blends.

Use after
page 56.

For *tr*: *tired, tried, top, truck, train, tip, trail, tree.*

For *fr*: *fair, from, friends, floor, free, proud, frog.*

For *dr*: *dry, day, dig, drum, dropped, girls, deep, drove.*

Auditory Discrimination: Pronounce each group of words below. Ask the children to clap once each time they hear a word beginning with *tr* in the first group. Repeat with each of the other blends.

For *tr*: *load, tribe, true, tide, tricks, trust, toast.*

For *fr*: *frame, front, full, few, Fred, fed, fresh, fruit, face.*

For *dr*: *deck, drops, dive, drivers, dust, drain, drip.*

Word Building: Have the children make new words by substituting *tr, fr, dr* as: *pick (trick); blue (true); must (trust); red (Fred); name (frame); top (drop); cry (dry).*

Reviewing variants made by adding *d*

Use after page 61. Write on the blackboard the words below. Ask a child to read the first word, add *d*, and read the new word. Repeat with the other words.

Add d: *dive, raise, love, smile, use, store, fence, please, believe, wave.*

INTERPRETATION OF MEANING

Recognizing words of similar meaning

Use after page 61. Write on the blackboard the words and sentences below. Have the children read each sentence, find a word in the list which has the same or nearly the same meaning as the underlined word or words, and write it above the underlined word in the sentence.

built happy puppy little raise large

Freckle was a small brown pig.

The children were glad to have the little runt.

Freckle was hardly as large as a baby dog.

Is Freckle big enough to sell to the butcher?

The boys were proud of the pen they made for Freckle.

Many schools grow their own vegetables.

Sensing cause-and-effect relationships

Use after page 61. Ask the children to discuss these questions: Why didn't Freckle grow while she was with her mother? Why did she grow strong and fat when the children took care of her? Why were the children happy even though they had only carrot soup and no meat?

READ AND DO, pages 18-19.

RELATED EXPERIENCES

The children may raise flowers to decorate the room, and vegetables for their lunches.

SUGGESTED STORIES AND POEMS

To be read by the children

"Pig Goes to School," page 189, *Lost and Found*, D. C. Heath and Company, Boston, 1942.

"Johnny and His Mule," page 198, *We Grow Up*, The Macmillan Company, New York, 1939.

"Pinky at the Fair," page 90, *Streets and Roads*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "The Three Little Pigs," *The Tall Book of Nursery Tales*, Artists and Writers Guild, Inc., Harper and Brothers, New York, 1944.

"Why Pigs Have Curly Tails," by Rose Fyleman, *The Rainbow Cat*, Doubleday, Doran and Company, Inc., New York, 1923.

"The Artistic Pig," by Monica Shannon, *California Fairy Tales*, Doubleday, Doran and Company, New York, 1936.

Poem: "Precocious Piggy," by Thomas Hood, *Merry Meet Again*, compiled by Elizabeth Hough Sechrist, Macrae Smith Company, Philadelphia, 1941.

A Present from Father

PAGES 62-69

BUILDING BACKGROUND

Guide a discussion in which the children tell about their birthdays and birthday presents. Ask each child to tell about something he wanted for a long time and finally received for a birthday present.

DEVELOPMENTAL READING

Pages
62-65
chore
Sandy's
sister
shirt
** ripe*

Word Development: "We are going to read about a boy named *Sandy* who received an unusual birthday present. On the morning of *Sandy's* birthday he was late in getting up. *Ann, Sandy's sister*, called him. *Sandy* put on a *new shirt and overalls*. He remembered he had a *chore* to do, even if it was his birthday."

Reading: (62) "Why do you suppose *Sandy* looked so surprised in the picture? Find out why *Sandy* thought it must be late. (63) "What happened when *Sandy* went downstairs?" (64) "Why is *Sandy* out-of-doors instead of opening his presents?" (65) "What did *Sandy* think he would do when he grew up?"

Discussion: "Why had Mother let *Sandy* sleep? Why was *Sandy* looking across the field instead of doing his chores? Why did he take wood to the kitchen? What do you think will be in the packages?"

Pages
66-69
grinned
** patch*

Word Development: "After *Sandy* had opened all of his packages, Father *grinned* at him. We will find out why."

Reading: (66) "Find out what *Sandy* received for his birthday." (67) "Why wasn't his father's present on the table?" (68) "Find out what Father gave *Sandy*." (69) "What did *Sandy* do with his patch of land?"

Discussion: "Why did *Sandy's* father think he would make a good farmer?" See also INTERPRETATION OF MEANING.

REREADING

Have the children reread the story for the purpose of finding specific details. Write on the blackboard the directions below. Have the children read and follow each direction. List the items on the blackboard as they are named.

SECTION II: WHERE THE TALL CORN GROWS [43]

- (62-64) Find two chores that Sandy had to do.
(63) Find two new things that Sandy wore.
(64) Find two things that Sandy loved to do.
(66-68) Find six presents Sandy got for his birthday.
(69) Find three things Sandy did when he saw
the present his father gave him.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Finding two words in compound words

The important compound words which occur between pages 62 and 103 are listed below. Write them on the blackboard. Have the children underline and read the two words in each compound word. Use after page 63.

sunshine	fireplace	treetops	handsprings
downstairs	upside	fireman	cowboys
overalls	sunflowers	today	understood
woodbox	woodpile	cornfield	scarecrow

Reviewing the variant *ing*

The known stem words below appear for the first time as *ing* variants on pages 58-158. It is suggested that the children be given practice in recognizing these variants at this point in preparation for reading them in later stories. Use after page 65.

Write the words on the blackboard. Ask a child to read the first word, add *ing* to it, and read the new word. Repeat with the other words.

Add *ing*: knock, plant, shovel, stuff, sway, wear,
hurt, catch, head, feed, tell, start, purr, water.

INTERPRETATION OF MEANING

Interpreting phrases

Write on the blackboard the phrases below. Have a different child tell in his own words what each phrase means. Encourage group discussion and evaluation. Use after page 69.

a woodpile	a woodbox	a patch of land
a well	field corn	spring sunshine

READ AND DO, pages 20-21.

RELATED EXPERIENCES

Each child may tell or write a short story about the best birthday present he ever received.

SUGGESTED STORIES AND POEMS

To be read by the children

"Story of Wheat," page 54, *Faces and Places*, Allyn and Bacon, Boston, 1940.

"The School Garden," page 184, *The Laidlaw Basic Readers, Book Two*, Laidlaw Brothers, Inc., Chicago, 1940.

"Tommy's Pumpkin," page 174, *More Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "Five Out of One Pod," by Hans Christian Andersen, *Andersen's Fairy Tales*, The John C. Winston Company, Philadelphia, 1926.

Peter, Peter, Pumpkin Grower, by Florence Bourgeois, Doubleday, Doran and Company, New York, 1937.

Rain in Summer

PAGES 70-77

BUILDING BACKGROUND

Ask the children to discuss their experiences in going on picnics and being caught in the rain. Use opportunities to introduce the new words *toasted* and *marshmallows*.

DEVELOPMENTAL READING

Word Development: "When there is a long dry spell, farmers become *worried*. Without rain their crops dry up, and there is very little left to *harvest*. Sandy's father was worried because there had been no rain. He hoped he would see *some clouds* in the sky." Have the children note that the sound of *cl* in *clouds* is the same as *cl* in *clam*, *climb*. (See WORD RECOGNITION for review of *cl*, *fl*, *sl*, *bl*.) "The only water he had, he *pumped* from the well every evening. One day Sandy's family went on a picnic. They took *chocolate cake* and sandwiches. *Mmm!* they were good." (*Marshmallows* was developed while building background.)

Pages
70-73
clouds
worried
harvest
evening
pumped
* *filled*
(*Mmm*)
chocolate
marsh-
mallows

Reading: (70) "Find out how the dry spell might affect the food of the family." (71) "How did the family try to save the garden and Sandy's corn?" (72) "Find out what kind of place the family had for picnics." (73) "Find out what surprise Mother had for the family."

Discussion: "Why did Mother laugh when she said, 'I know that if I start sprinkling the garden, it will rain'? Why did Father think the picnic was a good plan?"

Word Development: "Father was *very careful* with fire. How do you suppose he put out the fire after the picnic? Yes, he *poured water* on the fire. Ann knew it was starting to rain because she could *feel the drops*. We are going to read about things that are *nearer*, *louder*, and *faster*." Have the children note that *er* has been added to the end of each of these words. (See WORD RECOGNITION for development of the *er* variant. *Toasted* was developed while building background.)

Pages
74-77
toasted
careful
* *blow*
poured
feel
* *drops*
* *wet*

Reading: (74) "Find out the interesting thing Ann noticed." (75) "Were there any other signs of rain?" (76) "Find out if it really did rain." (77) "Did they have an enjoyable ending to their picnic?"

Discussion: See APPLICATION OF STUDY SKILLS.

REREADING

The children may reread the story for the purpose of finding the lines which best describe each picture.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing *cl*, *fl*, *sl*, and *bl*

Use after
page 73.

Visual Discrimination: Write on the blackboard the known words below. Have the children underline the beginning blend in each word.

For *cl*: clouds, clams, climbed, closet, clowns, club.

For *fl*: flash, flat, floated, floor, fly, flag, flew, flowers, flap.

For *sl*: sled, sliding, slowly, sleep, sleeves, slow.

For *bl*: black, blew, blue.

Auditory Discrimination: Suggested words for the "Clap Game" are:

For *cl*: clap, cabin, clerk, clever, cave, cliff, closed.

For *fl*: fruit, flint, flippers, fed, fairy, flutter, fasten, flow.

For *sl*: slam, slave, show, sling, smart, slice, spoons, sleeve.

For *bl*: brown, blow, bright, blaze, bowl, blink, brave, blossom, blew.

Word Building: Suggested words to use are: grow (*blow*); cap (*flap*, *clap*, *slap*); tip (*flap*, *clap*, *slip*); ever (*clever*); nose (*close*); rock (*flock*, *clock*); saw (*claw*); him (*slim*); ate (*slate*); hay (*clay*); think (*blink*, *slink*).

Contextual Application: Suggested sentences to use are:

There was not a cloud in the sky.

Sandy could hear the wind blow.

The sun was so strong, it made Ann blink her eyes.

Sandy saw a flock of birds.

The man was not fat. He was slim.

* Write on the blackboard the words and sentences below. Ask the children to write the right word in each sentence.

Mother said, "Sandy, please . . . the door."

nose close

When water moves along in a stream, we say it . . .

flows crows grows

SECTION II: WHERE THE TALL CORN GROWS [47]

Ann made a ball out of

hay play clay

When we put our hands together to make a noise, we . . . our
hands. clap cap chore

Developing the variant *er*

Visual Discrimination: Write on the blackboard the known words *smaller, faster, and higher*. Have a child underline the part which has been added to *small* to make *smaller*. Repeat with *faster* and *higher*. Use after page 77-

Auditory Discrimination: Play the "Clap Game." Say *high, higher; loud, louder; fast, faster; near, nearer; old, older; walk, walker; long, longer*.

Word Building: Have the children add *er* to these words: *near, loud, old, strong, feel, walk, keep, out, train, steam, quick, tell, watch*.

Contextual Application: Suggested sentences to use are:

When the clouds came nearer, the thunder sounded louder.

Sandy was older than Ann.

A grasshopper has feelers.

* Write on the blackboard the sentences below. Have the children read each sentence, look at the underlined word, and make a new word by mentally adding *er* to the underlined word. This new word is to be written in the blank space.

Sondy is strong, but Fother is

The house is near, but the barn is

It is raining hard now, but Sandy wants it to rain

Sandy can walk fast. He is a fast

APPLICATION OF STUDY SKILLS

Formulating summary sentences

Discuss the three major parts of the story. Have the children formulate a summary sentence for each part, as: Use after page 77.

The summer was hot and dry.

The family went on a picnic.

The rain came.

READ AND DO, pages 22-24.

stalks? Can you see the wheat pouring into the truck from the combine? Which part of the field is stubble? Read to find out what Bert and Betsy did." (83) "What did Betsy do suddenly?" (84) "Why would it have been serious if the wheat had burned?" (85) "Find out how Bert acted when he saw something dangerous." (86) "How did Bert fight the fire?" (87) "Find out if Bert saved Betsy." (88) "Why did Father praise Bert?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

The story may be reread in order to find out the various ways in which Bert, David, and Betsy were helpful during harvest time. Write on the blackboard the headings *Bert*, *David*, and *Betsy*. Then write the phrases under the appropriate headings in the order in which the children find them while rereading the story.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing long and short *a*, *e*, *i*

Use after page 81. Review the long and short sounds of *a*, *e*, and *i* as suggested on pages 16-17. Words to use are:

For *a*: *shade, patch, Sandy, tank, flat, hand, take, David*.

For *e*: *wet, left, he, wheat, men, see, well, beat, wheel*.

For *i*: *bin, I'm, fill, might, grinned, ripe, thin, dived, wind, time*.

Reviewing the variant *er*

Use after page 88. On pages 90-110 the *er* variants of the stem words below appear for the first time. It is suggested that the *er* variant be reviewed at this time. Write the stem words on the blackboard. Ask a child to read the first word, add *er* to it, and read the new word. Repeat with the other words.

out, long train, walk, feel

*The children may add *er* to each of the stem words below and then write a sentence using each word in its changed form.

near, loud, old, out, long, train, walk, work, help

INTERPRETATION OF MEANING

Extending meanings of *combine* and *exhaust*

Explain the two meanings of *combine*: (1) the name of a machine for harvesting wheat; (2) putting things together. Ask the children to decide which meaning *combine* has in each of the sentences below. Use after page 88.

(Call attention to the difference in pronunciation between the two uses of the word: (1) *com'bine*, (2) *combine'*.)

You can combine blue and yellow to make green.

The big combine cut off and threshed the ripe wheat.

Mother can combine meat, vegetables, and water to make soup.

Betsy liked to watch the combine in the wheat field.

Read aloud the two sentences below. Have the children note the two different meanings of *exhaust*. Ask them to suggest additional sentences using two meanings of *exhaust*, as:

The exhaust from the truck set the wheat on fire.

After the fire was over, Bert was exhausted.

APPLICATION OF STUDY SKILLS

Comparing seasons in stories

Give the children their books and have them compare the seasons and the farmers' work in the last three stories they have read. Use after page 88.

Have them read the first paragraph of "A Present from Father" to determine the season of the year in which it happened. Then have them look through the content of the story and the pictures to find the kinds of work the farmer did during the spring season. Similarly have them determine the season and work of the farmer in "Rain in Summer."

In discussing the season of the year in "Sisters Come in Handy" ask: "Do you think the time of the year in this story is earlier or later than that in 'Rain in Summer'? Why do you think so?"

Write on the blackboard the topics *planting season*, *growing season*, and *harvest season*. Have the children discuss the kind of weather farmers prefer for each of the seasons. Ask them to refer to their books to verify their answers.

READ AND DO, pages 25-26.

RELATED EXPERIENCES

The children may make posters for the school showing methods of fire prevention.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Threshers Are Coming," page 225, *We Grow Up*, The Macmillan Company, New' York, 1939.

"David Helps Thresh," page 180, *More Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "The Timid Truck," by Carolina D. Emerson, *A Merry-Go-Round of Modern Tales*, E. P. Dutton and Company, New York, 1927.

Poem: "Evening at the Farm," by John Townsend Trowbridge, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

A Grasshopper Grows Up

PAGES 89-91

BUILDING BACKGROUND

If feasible, have a child bring a grasshopper to school. Place it in a glass jar to use as a basis for observation and discussion.

Otherwise, guide a discussion about grasshoppers. Ask the children where they have seen grasshoppers; what the grasshoppers were doing; what kind of sound grasshoppers make.

DEVELOPMENTAL READING

Word Development: "Our new story is about a young grasshopper. He had a *gray skin* all over his *body*. He didn't look like the grasshopper that *he really was*. When the grasshopper *rubbed his wings* together, he made a sound that is called his *song*." Pages 89-91
skin
body
really
rubbed
song

Reading: (89) "How did this young grasshopper get out of his skin?" (90) "What did the grasshopper find that he could do after he took off his skin?" (91) "Find out how a grasshopper hears and how he sings."

Discussion: See APPLICATION OF STUDY SKILLS.

REREADING

The children may reread the story for the purpose of checking their recall of specific facts. Ask for statements of facts about the grasshopper which the children recall from their first reading. Write the statements on the blackboard. Then have the children reread to find the part in the story which verifies each statement. The statements might be somewhat as follows:

The young grasshopper was covered with gray skin.

He pulled off this gray skin.

As he grew, he had long, green legs and fine feelers.

He had two hard, strong, outer wings.

He had two thin, green wings under his outer wings.

He heard sounds through his two front legs.

He rubbed his wings together to make a song.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing long and short o, u, y

Use after Review the long and short sounds of *o*, *u*, and *y* as suggested on
page 91. pages 21-22. Words to use are:

For *o*: *both, on, top, below, not, cold, grow, hot, stone, older, boxes.*

For *u*: *jug, rubbed, Judy, stubble, use, jumped, such, music, runt, Sue, club.*

For *y*: *dry, by, proudly, Betsy, fly, thirsty, hardly, sky, Sandy, happy, try.*

APPLICATION OF STUDY SKILLS

*** Organizing events in sequence**

Use after Write on the blackboard out of sequence the events in the life-
page 91. cycle of the grasshopper in the story. Ask different children to number each of the statements in the order in which it took place. Suggested statements are:

The grasshopper took off his gray skin.

He found that he could jump far and high.

He jumped and flew around for a while.

The grasshopper could feel that the gray skin on top of his head was broken.

A boy came. The grasshopper heard the sound through his two front legs.

Then he looked like a real grasshopper.

He found that he could fly, too.

He rubbed his wings together and made a song.

READ AND DO, page 27.

RELATED EXPERIENCES

The children may create simple verses and melodies about the grasshopper and his song. An example of such a verse is:

"This is my grasshopper song.
I sing and jump all day long."

SECTION II: WHERE THE TALL CORN GROWS [55]

SUGGESTED STORIES AND POEMS

To be read by the children

"Grasshoppers," page 227, *The Laidlaw Basic Readers, Book Three*, Laidlaw Brothers, Inc., Chicago, 1940.

"Mother Spider," page 303, *Near and Far*, Silver Burdett Company, New York, 1940.

To be read to the children

Story: "Grasshoppers," by Harriet E. Huntington, *Let's Go Outdoors*, Doubleday, Doran & Company, Inc., New York, 1941.

Poems: "An Explanation of the Grasshopper," by Vachel Lindsay, *Johnny Appleseed and Other Poems*, The Macmillan Company, New York, 1928.

"The Grasshoppers," by Dorothy Aldis, *Here, There, and Everywhere*, G. P. Putnam's Sons, New York, 1936.

"Grasshopper Green," Unknown, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

How the Chipmunk Got Its Stripes

PAGES 92-96

BUILDING BACKGROUND

Ask the children where they have seen chipmunks, what the chipmunks were doing, how they knew that the animals were chipmunks and not squirrels. If possible, show a picture in which the stripes on the chipmunk's back are plainly visible.

DEVELOPMENTAL READING

Word Development: "Our new story tells us how the chipmunk got its stripes. It is about a noisy little chipmunk. Sometimes he slipped out of his grandmother's house and ran away. Once he heard a story about a giant. This giant lived under a cliff on the mountain side. He sometimes walked quietly and talked kindly." Have the children note that *ly* is added to *quiet* and *kind* to make *quietly* and *kindly*. (See WORD RECOGNITION for development of the variant *ly*.)

Reading: (92) "What warning did the chipmunk's grandmother give him?" (93) "What did his grandmother say would happen to him if he made a noise?" (94) "What exciting thing happened one day?" (95) "What was the chipmunk's clever plan?" (96) "How did the chipmunk get his stripes?"

Discussion: See APPLICATION OF STUDY SKILLS and APPRECIATION

REREADING

The children may reread the story for the purpose of finding specific parts which show that the chipmunk was naughty; parts which show that he was clever; and the paragraph which they think is the most exciting part of the entire story.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing hyphenated words

Use after
age 93.

Write on the blackboard the phrase *red-hot stones*. Call to the children's attention the fact that *red-hot* is made of two words joined by a mark called a *hyphen* and is called a hyphenated word. Suggest and write on the blackboard other ways in which the phrase might be said, as: *stones red with heat*; *stones so hot that they*

turned red. Explain that a hyphenated word may be a shorter and more vivid way of saying something than the longer statement.

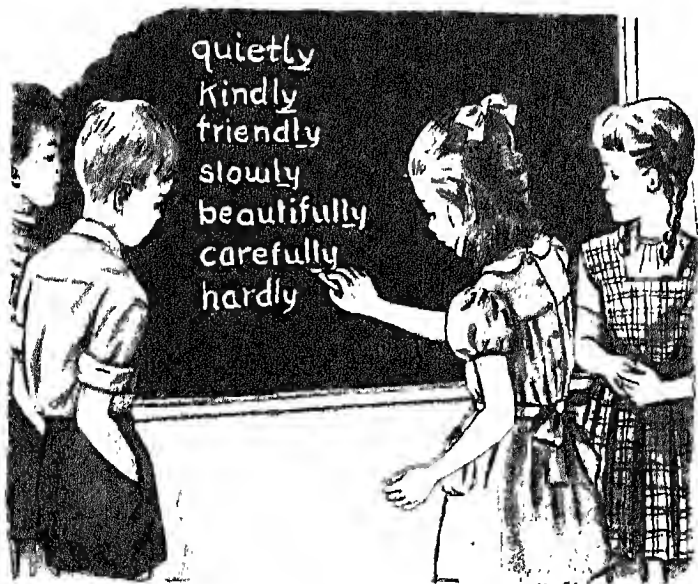
Write on the blackboard the phrases below. Have the children find and read the hyphenated word in each phrase. Then ask them to think of another way to say each phrase without using the hyphenated word and decide which statement is shorter.

a middle-sized bear
sky-blue flowers

a five-year-old girl
a good-for-nothing boy

Developing the variant *ly*

Visual Discrimination: "Two words in this story end in *ly*. They are *quietly* and *kindly*." Write these words on the blackboard. "We have had other words that end in *ly*, too." Add to the list *slowly*, *friendly*, *beautifully*, *carefully*, *proudly*, *hardly*. Have different children underline *ly* in each word. Use after page 96.



Auditory Discrimination: Have the children clap once for each word that ends in *ly*: *hardly*, *friendly*, *singing*, *quick*, *quickly*, *near*, *nearly*, *walked*, *glad*, *gladly*.

Word Building: Suggested words to use are: *proud* (*proudly*); *quick* (*quickly*); *near* (*nearly*); *quiet* (*quietly*); *kind* (*kindly*); *glad* (*gladly*); *soft* (*softly*); *loud* (*loudly*).

Contextual Application: Suggested sentences to use are:

The giant spoke to the chipmunk as kindly as he could.

The giant walked quietly and carefully.

The chipmunk ran away quickly.

A man said he would gladly give thirty dollars for Freckle.

* For independent work the children may add *ly* to each of these words, and then write a sentence containing the word: *hard, friend, quiet, kind, proud, glad, quick, near, love, loud, soft*.

APPLICATION OF STUDY SKILLS

Using the table of contents

Use after
page 96.

Have the children turn to the list of stories at the beginning of the book. Ask them to read the titles of all the stories they have had so far and decide which ones are realistic and which ones are fanciful tales. Then ask them which of the fanciful tales is a story about present-day life and which one is an old, old tale.

Finding Indian legends

Use after
page 96.

Have the children look through tables of contents in supplementary readers to find names of other Indian tales. Each child who finds one may read it and prepare to tell it to the class.

APPRECIATION

Discussing Indian legends

Use after
page 96.

Give the children information about Indian legends. "The Indians often told stories which were handed down from one generation to another through the years. This particular tale was told by the Yakima Indians. Indian tales are usually about some aspect of nature, such as: animals, trees, storms, the seasons. 'How the Chipmunk Got Its Stripes' is a good example of the way in which Indians often tried to explain something they saw but could not understand." Read to the children titles of other Indian legends. Ask them to tell the names of any Indian stories they have heard or read, which attempt to explain some aspect of nature.

SECTION II: WHERE THE TALL CORN GROWS [59]
READ AND DO, pages 28-29.

RELATED EXPERIENCES

The children may tell Indian legends which they have heard or read.

SUGGESTED STORIES AND POEMS

To be read by the children

"Why the Bear Has a Short Tail," page 204, *More Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

"Chip, the Baby Chipmunk," page 202, and "Ringtail, the Young Raccoon," page 226, *Streets and Roads*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "Why the Rabbit Is Timid" and "Why the Serpent Sheds His Skin," *The Book of Nature Myths*, edited by Florence Holbrook, Houghton Mifflin Company, Boston, 1902.

The Red Indian Fairy Book, edited by Frances J. Olcott, Houghton Mifflin Company, Boston, 1917.

Scarecrow Jake and Jocko

PAGES 97-103

BUILDING BACKGROUND

The children may discuss their experiences in seeing a circus parade. Ask especially for descriptions of the wagons and the animals.

DEVELOPMENTAL READING

Pages
97-103
Jake
Jocko
cornstalk
galloping
Socko
dancers
* *pale*
* *tricks*

Word Development: "Our new story is about two scarecrows, *Scarecrow Jake* and *Scarecrow Green*. They lived in a cornfield, and each one stood near a *cornstalk*." Have the children note the two words in *cornstalk*. "There are some monkeys in the story, too, named *Jocko* and *Socko*. These monkeys belonged to a circus. There were some cowboys who went *galloping by* on fast horses. There were also some *dancers*."

Reading: (97) "Look at the picture. Scarecrow Green is in the field at the left. Scarecrow Jake is in the field at the right. Read to find out what Scarecrow Jake longed to see." (98) "Why was Scarecrow Jake disappointed?" (99) "What did the scarecrows suddenly see in the cornfields?" (100) "Find out how the monkeys happened to be in the cornfield." (101) "Did the circus people catch either of the monkeys?" (102) "What other exciting things happened?" (103) "Find out how Jocko was found."

Discussion: "What did Scarecrow Jake mean when he spoke of his 'straw stuffing'? What is a handspring? Have you ever seen a clown turn handsprings?" See also APPLICATION OF STUDY SKILLS and APPRECIATION.

REREADING

The children may reread the story to find parts which express different emotions or thoughts of Scarecrow Jake. Have a different child read each part orally as he thinks Scarecrow Jake might have said it, or as he might have acted while he was thinking.

Parts to look for are: (97) The part in which Scarecrow Jake was longing for something. (98) The part in which Scarecrow Jake was partly happy, and partly disappointed. (99) The part in which Scarecrow Jake was pleased. (101) The part in which Scarecrow Jake did some thoughtful guessing. (102) The part in which Scarecrow Jake did some quick thinking. (102) The part in which Scare-

crow Jake was pleased with the clown. (103) The part which shows that Scarecrow Jake was happy.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Finding smaller words within words

Write on the blackboard the words below. Have the children find, underline, and read one or more smaller words in each word. Use after page 99.

scarecrow	treetops	filled	smiled	burned
cornstalk	forget	poured	stuffing	brother
handsprings	understood	walker	wheat	reach
cornfield	upside	dancer	stubble	tears
cowboys	gladly	trainer	bushes	stand

APPLICATION OF STUDY SKILLS

Using the table of contents

Have the children turn to the table of contents and find the section, "Where the Tall Corn Grows." Then ask them to read the titles of all the stories in this section, and tell on which page each story may be found. Finally ask them to decide which stories might have taken place "Where the Tall Corn Grows." Use after page 103.

APPRECIATION

Appreciating descriptive words

Explain that some words help us to see very vivid pictures while we are reading. Write on the blackboard the phrases below. Ask the children what picture they see when they read the first phrase. Then ask what picture they see when they read the phrase beside it. Continue in the same way with the other phrases. Finally have the children find, underline, and read the word or words in the right-hand column which make the picture more vivid. Use after page 103.

a monkey	a brown monkey
a hat	a red hat
a dog	a fuzzy, white dog
a pony	a little, gray pony
a wagon	a shiny, beautiful wagon

* The children may illustrate the phrases in the right-hand column.

Giving a radio skit

Use after page 103. The children may dramatize this story for a make-believe radio program. A "narrator" may read the narrative parts of the story and other children may read and enact the parts of the characters. Still others may produce sound effects to represent the wagons, the galloping horses, the man beating the drum, and anything else which the children may wish to represent in sound.

READ AND DO, pages 30-33.

RELATED EXPERIENCES

The children may paint a mural of this story showing the circus in the cornfield.

SUGGESTED STORIES AND POEMS**To be read by the children**

"The Circus Parade," page 135, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

"The Little Scarecrow Boy," page 11, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

"Dolly Joins the Circus," page 6, *Friendly Village*, Row, Peterson and Company, Evanston, Illinois, 1941.

To be read to the children

Story: "The Dancing Monkeys," *The Fables of Aesop*, edited by Willis L. Parker, Illustrated Editions Company, New York, 1931.

Poem: "The Circus," by Elizabeth Madox Roberts, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

SECTION III

Hill and Harbor

ILLUSTRATION, PAGES 104-105

BUILDING BACKGROUND FOR THE SECTION

Have the children turn to the second page of the table of contents. "The title of the next section in our book is *Hill and Harbor*. Where do you think the stories in this section took place?" Guide the children to the conclusion that they took place near an ocean where there are hills and a harbor. Continue with the explanation: "These stories happened in the northeastern part of our country where there are low hills and woodlands, and harbors where fishermen keep their boats."

Ask the children to read the title of the first story, "A Birthday Party in the Woods."

"Now turn to the picture on pages 104-105 and you will see the woods in which the children had their birthday party. This is a picture of a place in Vermont. In this state there are many green fields, rolling hills, and villages.

"The trees in the grove are sugar maples. Do you know what we get from sugar maples?" The children may tell briefly what they know about sugar maples and maple sugar.

"The building at the right is Mr. Hall's maple sugar camp where the sap is boiled down to sugar.

"The children in the picture lived near the woods and often had picnics there during the summer. The boy and girl on the right-hand page are Roger and Mary. Mary has a little brother named *Bobby*. You can see Bobby in the middle of the picture waving his hand. He is greeting the three Walker children who often come to play with Mary and Bobby and Roger. What do you think the children are about to do?"

After the children have discussed the possibilities of a picnic, explain that the first story in this new section is about the children in the picture and that it takes place in the same woods, but in winter instead of summer.

A Birthday Party in the Woods

PAGES 106-111

BUILDING BACKGROUND

"Have you ever had days on which it seemed that everything went wrong?" Let the children discuss such days, telling about the things that went wrong.

DEVELOPMENTAL READING

Pages
106-108
wrong
Bobby
won't
laying
stove
sugar
maple

Word Development: (Bobby was introduced while building background for the section.) "As our new story opens, Mary and Roger were walking through the woods where Mr. Hall made *maple sugar*. It was one of those days on which everything *went wrong*. We will find out that someone said, '*Stove won't cook*' and someone else said, 'The hens *stopped laying*.' "

Reading: (106) "Find out what went wrong." (107) "What other things went wrong?" (108) "How was Roger helpful?"

Discussion: "What were all of the things that went wrong? What do you suppose Roger's plan was?"

Pages
109-111
sap
boiling
syrup
sticky
bowls
taffy
(Oo-oo)

Word Development: "Bobby usually ran *ahead* of Mary. We'll find out if he ran ahead in the next part of the story." Have the children note that *a* is added before *head* to make *ahead*. (See WORD DEVELOPMENT for development of the prefix *a*.) "Mr. Hall was working in his maple sugar camp, *boiling the sap* down to make *maple syrup*. Some of the syrup was just right to make *taffy*. Do you know that taffy can be made out of maple syrup? You can make taffy by dropping the *hot sticky syrup* into *bowls* filled with snow. *Oo-oo*, it's good!" Call attention to the fact that the new word *sticky* begins with the two letters *st* which have the same sound as *st* in *stop*, *stay*. (See WORD RECOGNITION for review of *st*.)

Reading: (109) "Find out where Roger took the children." (110) "What did the different children say to persuade Mr. Hall to let them have a maple-sugar party?" (111) "Did Mr. Hall consent? Did Bobby have a good party?"

Discussion: See APPLICATION OF STUDY SKILLS AND APPRECIATION.

REREADING

Have the children reread for the purpose of verifying their recall of the characters who said the sentences listed below. Read the first sentence. Ask the children who they think said it. Have them read silently until they find the quotation, then have one child read it orally to verify the answer. Repeat with the other quotations.

(106) "Everything seems to have gone wrong today."

(106) "What is new about that?"

(107) "Can't you make a cake without eggs?"

(108) "Get Bobby into his cap and coat."

(109) "Happy birthday, Bobby!"

(110) "Stove won't cook!"

(111) "I like maple taffy!"

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the prefix *a*

Explain to the children that the letter *a* is added at the beginning of some words to make other words. Demonstrate by writing on the blackboard *sleep, asleep; cross, across; head, ahead*. Have the children read each pair of words. Use after page 109.

Write on the blackboard *head, shore, board, like, part*. Ask a child to add *a* to the first word and read it in both forms. Repeat with the other words.

Have the children read the sentences below and tell the meaning of each underlined word.

Bobby ran ahead of the other children.

Do Roger and Bobby look alike?

There were five men aboard the boat.

Reviewing the blends *st, sn, sm, sw*

Visual Discrimination. Suggested words to use are:

For *sn*: *snow, sneeze.*

For *sm*: *small, smiled, smoke.*

For *sw*: *swam, sweet, swimming, sway, swish.*

Use after
page 111.

Auditory Discrimination: Suggested words to use are:

For *st*: *sticky, stare, smell, ship, state, stem, sneeze, stern, storm.*

For *sn*: *snow, snore, swim, snail, stick, snort.*

For *sm*: *small, swing, smile, smoke, spill, smelled.*

Word Building: Suggested words to use are: *ate (state); care (stare); them (stem); car (star); row (snow); shore (snore); tail (snail); all (small); tell (smell); part (smart); ring (swing); warm (swarm); keep (sweep).*

Contextual Application: Use these sentences:

Mary lived in a state where there are maple trees.

When Grandfather went to sleep, you could hear him snore.

The children could smell the maple syrup while it was boiling.

Once the children saw a swarm of bees in the woods.

Recognizing smaller words within words

Use after
page 111.

Between pages 110 and 167, children will meet for the first time the following words which are parts of known words: *lay, teach, life, my, stalks, mill*. Write on the blackboard the known words below. Have children underline and read one or more smaller words in each larger word. Then write on the blackboard the parts of words indicated above and have them read.

laying	myself	cornstalks
teacher	lifeboat	windmill

APPLICATION OF STUDY SKILLS

Summarizing steps in a process

Use after
page 109.

Have the children study the picture at the bottom of pages 108-109 and the last paragraph on page 109 for the purpose of summarizing in order the steps in the process of making maple syrup. Write their statements on the blackboard, as:

Mr. Hall drilled holes in the maple trees.

He hung a pail under each hole.

The sap dropped down into the pails.

Mr. Hall took the pails of sap to the sugar camp.

He poured the sap into pans.

He boiled the sap down to syrup.

APPRECIATION

Appreciating a character trait

Have the children discuss the different things which Roger did to give Bobby a happy birthday. Ask them to think of a word which would best tell the kind of boy that Roger is. Use after page 111.

READ AND DO, pages 34-37.

RELATED EXPERIENCES

If feasible, let the children boil down some maple syrup, stirring it constantly until it turns into sugar. Each one may have a cracker with a little maple sugar spread on it.

SUGGESTED STORIES AND POEMS

To be read by the children

"Washing the Buckets," page 22, *Neighbors on the Hill*, Row, Peterson and Company, Evanston, Illinois, 1943.

"Jimmy's Birthday Present," page 152, *Along the Way*, The John C. Winston Company, Philadelphia, 1940.

"Lost in the White Mountains," page 283, *Friends Around the World*, The Bobbs-Merrill Company, Indianapolis, 1938.

To be read to the children

Story: "Sugar Maple Trees," by Mary I. Curtis, *Stories in Trees*, Lyons and Carnahan, New York, 1925.

Poem: "A Story in the Snow," by Pearl Riggs Crouch, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

Off to the Shore

PAGES 112-119

BUILDING BACKGROUND

Ask the children to tell about their experiences in riding on a train. Guide the discussion with such questions as: "What kind of seats are there on a train? What do people do to amuse themselves while riding? How does one eat on a train? Is there a washroom where people can wash their hands? How are pets carried on a train?"

DEVELOPMENTAL READING

Pages

112-115

Pam

harbor

Leamy

* seat

cover

gentleman

smelled

* cup

Word Development: "Our new story is about a train trip which Peter and Pam once took. They were going to *Pine Harbor* to visit their Aunt Susan and *Uncle Leamy*. On the train they saw an *old gentleman* reading a newspaper. They also saw a basket with a *cover* on it. Boots was in the basket. We will find out who Boots was and what happened when she *smelled* some milk."

Reading: (112) "Find out why Peter was especially interested in Uncle Leamy." (113) "Who was in the basket?" (114) "Find out the exciting thing that happened." (115) "Find out how Boots happened to have the paper cup over her nose."

Discussion: "Why wasn't Peter taking care of Pam when she left the seat? Why did everyone laugh when Boots came out from under the seat?"

Pages

116-119

patted

dust

idea

Word Development: "Someone *patted Boots* to quiet her. But Boots wasn't the only one in trouble. Pam discovered that her dress was covered *with dust and dirt*. Even her hands were *dusty and dirty*." Have the children note that *y* is added to *dust* and *dirt* to make *dusty* and *dirty*. (See WORD RECOGNITION for development of the *y* variant.) "Pam had an *idea* about cleaning up. When you read the story, you can decide whether or not it was a good idea."

Reading: (116) "Find out what Peter said when Pam got her dress dirty." (117) "How did Pam try to clean up?" (118) "Look at the picture. Does Pam's dress look as bright as it did? Find out what she did to it." (119) "Did Aunt Susan say anything about Pam's dress? Was Peter still cross? Why?"

Discussion: Use the picture on page 119 as a basis for clarifying the concept of a harbor. See also INTERPRETATION OF MEANING.

REREADING

The children may reread the story for the purpose of deciding upon the most important events in sequence. As they decide upon each successive event, they may express it in a sentence which you write on the blackboard. Suggested events are:

1. Peter and Pam travel alone on a train.
2. Peter goes to sleep.
3. Pam sees a kitten and talks to a lady.
4. Boots gets away.
5. Pam tries to catch the kitten.
6. The kitten's head is stuck in a paper cup.
7. Peter pops Boots back into her basket.
8. Pam's dress is covered with dust and dirt.
9. Pam goes to the washroom.
10. Pam turns her dress inside out.
11. Aunt Susan meets Peter and Pam at Pine Harbor.
12. They all go to the cottage.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Recognizing compound words

The following compound words appear on pages 112-153: *fisherman, snowball, somewhere, newspaper, washroom, fishermen, without, myself, onto, catboats, rowboats, upset, steamboats, hillside*. Write on separate cards the two component parts of each of these words, and have the children play the card game described on page 29. Use after page 115.

* For independent work the children may illustrate each component word which can be pictured.

Developing the variant y

Visual Discrimination: Write on the blackboard in a column *Sandy, handy, Andy, thirsty*. Have the children read the words and note that they all end in y. Have y underlined in each word. Use after page 117.

Auditory Discrimination: Have the children clap for each word that ends in y. Say: *sleep, sleepy, dirt, dirty, good, goody, creamy, dust, dusty, hair, rock, hairy, rocky*.

Word Building: Write on the blackboard *dust, dirt, sleep, good, rock, Bill, smell, hand*. Have the children add *y* to each one and read both the stem word and the derived form.

* *Contextual Application:* Write on the blackboard the sentences and words below. Have the children follow the directions.

Write y at the end of each word in the list to make new words. Write each new word in the right sentence. (Tell the children the word *sentence*.)

sleep good rock dust stick dirt

Pam's hands were . . . and . . .

Sandy opened his eyes. He was still . . .

The rocks in the field hurt Peter's feet. It was a very . . . field.

Pam said, "Oh . . . ! We have ice cream."

Peter's hands were . . . after he ate the candy.

Reviewing the blends *cl, sl, fl, bl*

Use after
page 119. Write on the blackboard the words *clean, fly, black, sled, flapped, float, climbed, sliding, clothes, blew, flat, closed, slowly, blue, clouds, floor*.

Ask different children to find and underline a word that begins with the sound of *cl* as in *club*. Repeat for words which begin with *sl* as in *slipped*, *fl* as in *flash*, *bl* as in *blow*.

Erase the words and pronounce them, asking the children to clap each time you say a word that begins with the sound of *cl*. Ask them to suggest other words that begin with this sound. Repeat this procedure with the sounds of *sl, fl, bl*.

* Using context clues

Use after
page 118. Write on the blackboard the sentences and words below. Have the children read each sentence, decide which word is necessary to complete it, and write the word in the appropriate space.

Pam and Peter were on their way to Pine . . .

Pam watched the old lady raise the . . . of the basket.

The old gentleman was reading his . . .

Pam looked in the . . .

Suddenly Pam had an . . .

Aunt . . . was waiting for them.

glass Susan idea Harbor cover newspaper

INTERPRETATION OF MEANING

*** Recognizing relationships between characters and their actions**

Write on the blackboard the words and incomplete sentences below. Have the children select and write the name of the right character in each blank space. Use after
page 119.

- ... loved the boat and the sea.
- ... slipped off the seat.
- ... was fast asleep.
- ... was frightened.
- ... was looking for Boots.
- ... stuck her head in a paper cup.
- ... had a fuzzy gray body.
- ... was waiting for them at the train.
- ... took a deep breath of sea air.

Peter Pam Boots Aunt Susan

READ AND DO, pages 38-39.

RELATED EXPERIENCES

The children may tell how they have met a problem similar to the one Pam had.

They may sing travel songs, such as: "On the Railroad Train," George S. Applegarth, *New Music Horizons*, Book III, page 144, Osbourne McConathy, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"Going to the City," page 30, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

"On the Train," page 50, *Faces and Places*, Allyn and Bacon, Boston, 1940.

To be read to the children

Stories: "The Beach," by Dorothy W. Baruch, *In and Out with Anne*, Harper and Brothers, New York, 1928.

Angus and the Cat, by Marjorie Flack, Doubleday, Doran and Company, Inc., New York, 1936.

What Uncle Leamy Brought Home

PAGES 120-128

BUILDING BACKGROUND

Ask the children to tell about seals which they may have seen at a circus or vaudeville show. Show a large picture of a *seal* if possible. Have them note especially the seal's flippers, and explain that these flippers are used as paddles when the seal swims through the water.

DEVELOPMENTAL READING

Pages
120-123
* sailing
chowder
Paddy
strange
seal

Word Development: (*Seal* was introduced while building background.) "One day Uncle Leamy told the children about something he found. It was a *very strange thing*. Paddy, the ship's cook, could hardly believe his eyes when he saw it. The story will tell you what this strange thing was. But first let's read page 120 to find out why Aunt Susan asked Uncle Leamy to change his clothes before he ate his clam chowder."

Reading: (120) See motive for reading under *Word Development*. (121) "Did Uncle Leamy tell the children what he found?" (122) "What was the strange thing he found?" (123) "Who thought of a way to feed the seal?"

Discussion: "What is chowder? Uncle Leamy thought a rock was moving. What was really moving?" (See also APPLICATION OF STUDY SKILLS.)

Pages
124-128
glove
deck
lying
swallow
until
*smart

Word Development: "The children found the seal *lying on the deck* of the ship." Ask the children to notice the sound of the two letters *ck* at the end of *deck*. Explain that when these two letters are together, they have only one sound as in *pick, stick*. (See WORD RECOGNITION for development of the final speech sounds *ck, nk, ng*.) "At first the seal didn't know how to *swallow fish*. Paddy fed him with a *glove*. They all took turns feeding the seal *until he learned* to eat."

Reading: (124) "Find out how Paddy fed the seal with a glove." (125) "Look at the picture. Is Paddy feeding the seal from the bottle? Find out why not." (126) "Will the seal eat fish?" (127) "Find out how they taught the seal to eat fish." (128) "How did Uncle Leamy say the children could help him raise the seal?"

Discussion: See APPRECIATION.

REREADING

Have the children reread the story for the purpose of selecting the most important paragraph on each page. When each page has been read silently, children may take turns reading orally the part which each one considers most important. The most important paragraph in each case should finally be decided upon by class discussion.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing initial and final speech sounds previously taught

To review the initial speech sounds, write on the blackboard these headings: *wh, th, ch, sh*. Use after page 128.

Say, "I'm thinking of a word that begins with *wh*. What is it?" Let different children suggest a word, and when someone mentions the word you have in mind, write it under *wh*. Continue until a column of words has been written under each heading.

Repeat the procedure for the final speech sounds *th, ch, and sh*.

Suggested words to use are:

For initial *wh*: *wheel, when, what, wheat*.

For initial *th*: *then, that, they, these*.

For initial *ch*: *change, cheese, chowder, chicken*.

For initial *sh*: *shirt, shade, shall, shout*.

For final *th*: *both, breath, mouth, north, south*.

For final *ch*: *patch, branch, catch, lunch, much, porch, reach*.

For final *sh*: *fish, flash, swish, push, thresh*.

Developing the final speech sounds *ck, ng, nk*

Visual Discrimination: Suggested words to use are:

For *ck*: *deck, pick, kick, rock, stick, truck*.

For *nk*: *drink, thank, pink, tank, think, honk, wink*.

For *ng*: *song, young, bring, strong, spring, thing, string, long, wing*.

Auditory Discrimination: Suggested words to use are: *deck, song, blink, dock, wrong, drank, sink, king, swing, truck, Jack, tank, duck, sting, wink, honk, young, stick, long, strong*.

Word Building: Suggested words to use are: *sat (sang); kid (king); hat (hang); sat (sank); thin (think); bad (bank); crab (crack); club (cluck); bad (back)*.

Use after
page 128.

Contextual Application: Suggested sentences to use are:

Sandy liked to hear the grasshopper's song.

Sandy threw a stone in the water. It sank.

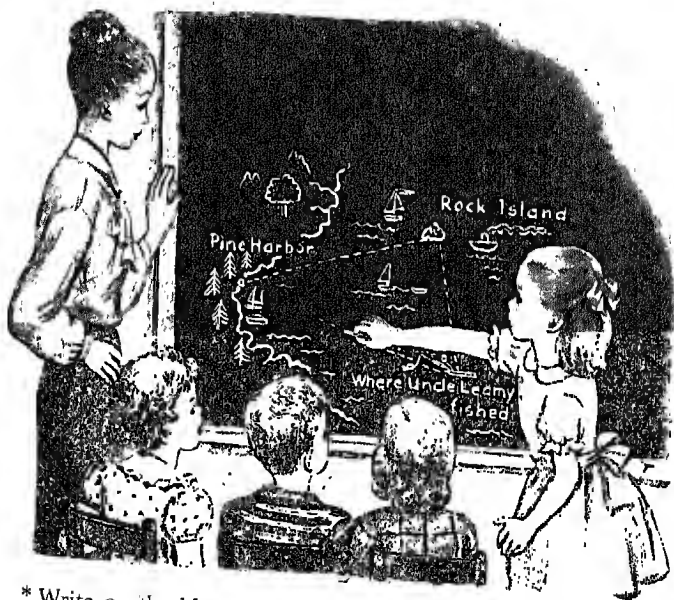
Ann heard the old hen say, "Cluck, cluck!"

APPLICATION OF STUDY SKILLS

Extending interpretation through map representation

Use after
page 123.

Sketch on the blackboard a map showing Pine Harbor and Rock Island. Have the children label these points and trace Uncle Leamy's trip from Pine Harbor, past Rock Island, out to a point in the sea where he fished, and back to Pine Harbor again.



* Write on the blackboard a description of another trip which Uncle Leamy might have taken. Have the children draw and label the additional islands and trace the route of this trip. A suggested description of a trip is given below.

Uncle Leamy sailed out of Pine Harbor. He sailed near the shore for a long way. Then he turned to the right and went by Pine Tree Island. At Pine Tree Island he turned left to Rock Island. He fished

near Rock Island for awhile, but he didn't catch any fish. So he turned right again and sailed for Turtle Island. At Turtle Island he turned to the left and sailed until he was not far from Goat Island. Here he fished for a long time. Then he turned right, sailed around Goat Island, and headed straight for home.

APPRECIATION

Recognizing emotions of characters

Ask the questions below. After asking each question, write on the blackboard the three words following the question. Let the children decide which word best answers the question. Use after page 128.

How do you think the baby seal felt alone on the island? (angry, merry, afraid)

How do you think Uncle Leamy felt when he saw the baby seal? (worried, surprised, cross)

How do you think the baby seal felt when he began drinking milk? (frightened, angry, happy)

How do you think Uncle Leamy felt when the seal learned to eat fish? (unhappy, worried, proud)

READ AND DO, pages 40-42.

RELATED EXPERIENCES

Each child may make an illustrated map showing Uncle Leamy's home at Pine Harbor, his ship at sea, and Rock Island with the baby seal lying on it.

SUGGESTED STORIES AND POEMS

To be read by the children

"Zeb Goes Fishing," page 215, *We Grow Up*, The Macmillan Company, New York, 1939.

"Kah-da Captures a Pet," page 56, *People and Places*, Ginn and Company, Boston, 1940.

To be read to the children

Stories: "The North Wind's Baby," by Wilhemina Harper, *More Story Hour Favorites*, The Century Company, New York, 1929.

Tooky, by Berta and Elmer Hader, Longmans, Green and Company, Inc., New York, 1931. •

Who Laughed Last?

PAGES 129-136

BUILDING BACKGROUND

Show the children a picture of a large boat. Lead a discussion concerning parts of a boat, and have the children identify the different parts on the pictures as they are mentioned. Parts which should be given special attention are: deck, bow, stern, cabin.

DEVELOPMENTAL READING

Pages
129-131
Elmer
course
* bow
flippers
spread
against
(Rach
Rrraaa-
ccchhh)

Word Development: "Do you think the children wanted to help raise the seal? Of course! In the next story, we will find out that the seal's name is *Elmer*. A seal uses *his flippers* to help him move about on land. It was *surprising* how fast Elmer could go." Have the children note that when *ing* is added to *surprise*, the final *e* is dropped. (See WORD RECOGNITION for development of the variant *ing*, dropping final *e*.) "One day Uncle Leamy walked to the bow of the boat. He was going to *spread out* his nets." Ask the children to notice that the letters *spr* in *spread* have the same sound as *spr* in *spring*, *sprinkle*. (See WORD RECOGNITION.) "While Uncle Leamy was spreading out his nets, he felt something *roll against* his legs. We will find out what it was when we read the story." Introduce the sound words *Rach!* *Rrraaacchhh!* when the children come to them in their reading.

Reading: (129) "Find out how Elmer proved he was smart." (130) "Find out how Elmer learned to catch fish." (131) "What rolled against Uncle Leamy's legs?"

Discussion: See INTERPRETATION OF MEANING.

Pages
132-136
show
stern
* closed
getting

Word Development: "Paddy wanted to *show* the children something. He walked back to the *stern* of the boat. On the way he passed the cabin. He was *getting tired* of something he was doing with Elmer. We'll find out what it was."

Reading: (132) "Did Uncle Leamy laugh at Elmer?" (133) "What did Paddy show the children?" (134) "What happened when Uncle Leamy rowed toward shore?" (135) "What did Uncle Leamy do to get away from Elmer?" (136) "Did Paddy like caring for Elmer?"

Discussion: "Do you suppose Uncle Leamy was able to raise Elmer?"

REREADING

The children may reread the story for the purpose of finding and reading orally all those parts which prove that Elmer was smart.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the blends *spr*, *str*, *thr*

Visual Discrimination: Suggested words to use are:

For *spr*: *spread*, *spring*, *sprinkling*.

For *str*: *strange*, *street*, *stream*, *straight*.

For *thr*: *throw*, *three*, *throat*, *threshed*, *threw*.

Auditory Discrimination: Suggested words to use are:

For *spr*: *sped*, *spread*, *spill*, *spray*, *sprout*, *stretch*, *spry*.

For *str*: *strange*, *sing*, *string*, *say*, *stray*, *saw*, *straw*.

For *thr*: *throw*, *tree*, *thread*, *throat*, *toad*, *throne*, *must*, *thrust*.

Word Building: Suggested words to use are:

For *spr*: *head (spread)*; *ring (spring)*; *rain (sprain)*; *day (spray)*; *dry (spry)*.

For *str*: *saw (straw)*; *sing (string)*; *play (stray)*; *stuck (struck)*.

For *thr*: *boat (throat)*; *blew (threw)*; *will (thrill)*; *bread (thread)*.

Contextual Application: Suggested sentences to use are:

Uncle Leamy spread out the net to dry.

A light rain came down on the deck like a fine spray.

Paddy said, "Elmer is a spry little seal."

Paddy was kind to the seal. He never struck it.

Uncle Leamy mended the net with string.

The little fish slipped down the seal's throat.

Pam said, "It must have been a thrill to find the baby seal."

Aunt Susan took out her thread and mended Pam's dress.

Developing the variant *ing*, dropping final *e*

Visual Discrimination: Write on the blackboard the arrangement of words below. Have the children note that when *ing* is added to each of these stem words, the final *e* is dropped. Use after page 131.

surprise	wave	change	shine	ride	live
surprising	waving	changing	shining	riding	living

Word Building: Suggested words to use are: *make, hide, shade, ride, dive, leave, surprise, piece, write, whistle, waddle.*

Generalization: Help the children to become aware of this fact: A silent *e* at the end of a word is usually dropped before *ing* is added.

Note: During the third-grade program children are made aware of certain basic principles to help them in attacking words phonetically and in studying word structure. Third-grade children are not expected to memorize these principles or to apply them in all situations. They can be helped to recognize common sounds, or phonetic elements, in certain groups of words; also to see common elements in certain groups of word variants. The children should become aware of these common elements through many experiences under the skillful guidance of the teacher. In the extended reading program of the intermediate grades, children will have more opportunity to apply the principles pertaining to phonics and word structure. Ultimately, the understanding of these principles and the skillful use of them become essential tools in reading.

Reviewing the variant *ed*

Use after
page 136.

These variant forms appear for the first time on pages 84 to 146: *burned, exhausted, covered, galloped, boiled, rowed, swallowed, barked, showed, milked, sailed.* If children need to review this variant, write the stem words on the blackboard and proceed as previously suggested.

INTERPRETATION OF MEANING

Supplying words of multiple meanings

Use after
page 131.

Write on the blackboard the sentences below. Have the children find a word in the first sentence that could be used in the second sentence with a different meaning. Discuss the two meanings of the word. Use the same procedure with the other pairs of sentences.

Paddy was at the bow of the boat.
Did he . . . to Pam?

The nets were spread on the deck.
Pam put a . . . on the bed.

Elmer began to roll along the deck.
Peter was eating a . . .

Paddy wanted to show the children something.
Pam thought Elmer was smart enough to be in a

Pam ran through the woods to the cabin.
Two men got into the . . . of the seaplane.

Elmer's head rose out of the water near the stern.
Aunt Susan picked a . . . in the garden.

* For independent work the children may write the sentences, supplying the missing word in the second sentence of each pair.

READ AND DO, pages 43-44.

RELATED EXPERIENCES

The children may tell of their experiences in feeding and raising young animals.

SUGGESTED STORIES AND POEMS

To be read by the children

"How Joe Trained His Dog," page 172, *The World Around Us*, Silver Burdett Company, New York, 1938.

"Jimmie, a Black Bear Cub," page 183, *Wide Wings*, The Macmillan Company, New York, 1939.

"Tinker's Adventures," page 3, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

To be read to the children

Poem: "Seal Lullaby," by Rudyard Kipling, *The Listening Child*, compiled by Lucy W. Thatcher, The Macmillan Company, New York, 1924.

Boats, Big and Little

PAGES 137-141

BUILDING BACKGROUND

Ask the children to name and describe all of the different kinds of boats which they can remember having seen. Write the names of the boats on the blackboard as they are mentioned. Be sure that *motorboat* and *tugboat* are included in the list. Guide further discussion concerning the uses of the different kinds of boats listed.

DEVELOPMENTAL READING

Pages
137-141
masts
motorboat
tugboat
coast
guard
break

Word Development: "Would you like to know more about boats? Our next story tells interesting things about boats which Peter saw. It tells about seagoing boats with *tall masts* and great white sails. It also tells about boats with only one mast and one sail. It tells about the tugboat which pulls boats *larger* than itself." Have the children note that the final *e* is dropped when *er* is added to *large*. (See WORD RECOGNITION for development of this variant.) "Did you ever see Coast Guard boats go out in a high sea? Some Coast Guard boats are used to *break up ice*." (The words *motorboat* and *tugboat* should have been developed while building background.)

Reading: (137) "Look at the picture. Can you find a motorboat? A boat with four masts? A boat with three sails? A boat with only one mast and one sail? Read about the different boats Peter saw." (138) "What two kinds of boats did Peter see? Can you see the motor fastened at the back of the boat in the picture?" (139) "Find out what a tugboat is." (140) "What did Peter find out about the boats of the Coast Guard?" (141) "What did Peter see and do on the big steamboat?"

Discussion: See APPLICATION OF STUDY SKILLS AND INTERPRETATION OF MEANING.

REREADING

Ask the children to name the various kinds of boats which Peter saw in the harbors. List the names on the blackboard. Then have the children reread the story in order to check the list they made from memory.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the variant *er*, dropping final *e*

Write on the blackboard the arrangement of words below. Have the children note that when *er* is added to each of these stem words, the final *e* is dropped. Use after page 139.

dance	large	close	strange	late
dancer	larger	closer	stranger	later

Suggested words to use for word building are: *nice* (*nicer*); *safe* (*safer*); *fine* (*finer*); *ride* (*rider*); *dive* (*diver*).

* For independent work the children may write sentences using the *er* form of these words.

Reviewing the variant *y*

Write the words below on the blackboard. Have the children add *y* to each one and use the word in its changed form in a sentence. Use after page 139.

smell, hand, bill, good, sleep, rock, dust, dirt

Reviewing final *e*

Write on the blackboard the headings and words below. Tell the children the word *vowel* and remind them that *a*, *e*, *i*, *o*, *u* and sometimes *y* are vowels. Use after page 141.

<u>short vowel</u>	<u>long vowel</u>	at, ate, hop, hope;
		bit, bite, hid, hide, us, use.

Have the children read each pair of words and then tell you under which heading to write each word in the pair. Guide them to observe that the first word in each pair has only one vowel in it. Have them find and name the vowel in each word.

In the same way guide them to find, name, and count the vowels in the second word in each pair. Have them note that all of these words end with *e* but that the *e* is silent, that is, it cannot be heard when the word is pronounced.

Help the children to become aware of this fact: When a word contains two vowels, one of which is final *e*, the first vowel is usually long, and the final *e* is silent. Have a child draw a line under the silent letter in each word as: *ate*.

INTERPRETATION OF MEANING

Identifying pictures

Use after Have the children find in the pictures in their readers the kinds
page 141. of boats or parts of boats, as follows:

Page 137: sailboat, catboat, rowboat, motorboat, sail, masts.

Page 138: motorboat, motor.

Page 139: bridge, cabin, bow, stern.

Page 140: bridge, mast, bow, smokestack.

Page 141: decks, hold, bridge, lifeboat.

APPLICATION OF STUDY SKILLS

Recalling detailed information

Use after Have the children answer from memory the questions below.
page 139. They may check with their books in case of doubt or disagreement:
"How many masts did the large ships have? What are the differences
between a catboat and other sailboats? What is a motorboat? How
can a rowboat be made into a motorboat? Why did Aunt Susan
like a motorboat? What is the work of a tugboat? How many boats
can it pull?"

Locating additional information

Use after Place on the library table books and magazines which contain
page 139. information about boats. Have the children search in these books for
additional information. Have them also search for information in
books at home and in the public library. Set aside a period in which
each child may give an oral summary of the information he has
found, supplementing with pictures if he desires.

RELATED EXPERIENCES

Each child may make a booklet in which he illustrates and describes all of the different kinds of boats he knows.

Give the children an experience in music appreciation by playing the record, "Sailormen," sung by John Charles Thomas, Victor Record, Number 1655.

READ AND Do, page 45.

SUGGESTED STORIES AND POEMS

To be read by the children

"Lost in the Fog," page 19, *Near and Far*, Silver Burdett Company, New York, 1940.

"Mr. Timothy's Boat Yard," page 101, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

"The White Moon Comes In," page 126, *Faraway Ports*, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Stories: "The Fog Boat Story," *Here and Now Story Book*, edited by Lucy Sprague Mitchell, E. P. Dutton and Company, New York, 1921.

"Gloucester Boy," by Ruth Langland Holberg, *Best Short Stories for Boys and Girls* (Sixth Edition), compiled by Carol Ryrie Brink, Row Peterson and Company, Evanston, Illinois, 1940.

Poems: "Ships," by Nancy Byrd Turner, *Sung Under the Silver Umbrella*, The Macmillan Company, New York, 1935.

"My Ship and I" and "Where Go the Boats," by Robert Louis Stevenson, *Child's Garden of Verses*, Charles Scribner's Sons, New York, 1905.

The Boy Who Found a Pebble

PAGES 142-152

BUILDING BACKGROUND

Guide the children in a discussion of experiences they have had in which they have thought their way out of trouble. Tell an experience of your own as an example of this idea.

DEVELOPMENTAL READING

Pages

142-144

pebble

Patrus

different

full

spilled

* beach

which

felt

* robe

Word Development: "Our new story is about a boy named *Patrus*. He was always getting into trouble. One day Patrus *spilled* a pail *full of milk*. Can you guess how it happened? Then Patrus found a *pebble*. It was a kind *which he had never seen before*. It *felt different* from other pebbles. When we read the story, we will find out what an amazing pebble it was."

Reading: (142) "Find out where Patrus lived and what he did." (143) "What kind of trouble did Patrus have?" (144) "Find out what happened when Patrus found the pebble."

Discussion: See INTERPRETATION OF MEANING.

Pages

145-152

magic

true

alone

salt

carry

done

Word Development: "Do you think the pebble was a *magic pebble*? If it were magic, it could make a wish *come true*. Patrus was with the old man in the part of the story which we read on page 144. After awhile he found himself *alone*. The *salt sea* was all around him. He thought the water might come in and *carry him* out to sea. Patrus had *never before done* much thinking. Now we'll find out if he ever learned to think."

Reading: (145) "Find out if Patrus wished on the pebble." (146) "A wonderful thing happened. What was it?" (147) "Where did the ship take Patrus?" (148) "Let's see if Patrus milked the cow and spilled the milk." (149) "Find out what Patrus did next." (150) "Did Patrus break the eggs?" (151) "Find out if his wish came true." (152) "How did Patrus explain his adventure to his father and mother?"

Discussion: See APPRECIATION.

REREADING

Let the children reread the story for the purpose of planning a dramatization. List on the blackboard the characters, properties,

and costumes as they are suggested. Finally, guide the children in dividing the story into four scenes, with a name for each scene, as:

Pages 142-3	Patrus at Home
Pages 144-6	Patrus on the Beach
Pages 147-151	Patrus on the Island
Page 152	Patrus at Home Again

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing vowel combinations *ea, oa, ai, ay*

Write on the blackboard *beach, meat, road, boat, sail, rain, day, stay*. Use after Ask different children to name and underline the two vowels in each word. Ask, "Which vowel do you hear in *beach*?" After they respond, draw a second line under *e*. "Was *e* the first or second vowel?" Use the same procedure with the other words. page 152.

Help the children to become aware of this fact: When two vowels occur together in a word, the first one is usually long, and the second one is usually silent.

Explain that there are some exceptions to the principle, as: *bread, sweater, said, breath, and deaf*.

Have the children apply the principle to words in context. Write on the blackboard the incomplete sentences and words below. Ask different children to read a sentence and complete it by selecting a word containing two vowels together. Ask them to tell which vowel is long and which one is silent.

Patrus went down to the . . .
land water beach

He milked the cow until the . . . was full.
can pail pan

He wanted to . . . on the island.
think live stay

INTERPRETATION OF MEANING

Drawing inferences

Ask the children to discuss the following questions: "Why didn't Patrus' father help Patrus' mother during the day? Why might one Use after page 144.

say Patrus and trouble were brothers? Why were the nets no better when Patrus had finished working on them? What did Patrus' mother mean when she said, "Maybe the waves will teach you something?" Did Patrus think the pebble was of use to him? Give a reason for your answer."

APPRECIATION

Visualizing word pictures

Use after
page 147. Read the sentences or passages below to the children. Ask them to close their eyes as you read each one and try to see the picture described. Then ask a child to describe in his own words the picture he saw.

On one of the shores of a far-off sea lived Patrus with his father and mother.

The pebble was a kind Patrus had never seen. Black it was, with white stripes.

The old man was wearing a long yellow robe.

When the sky was red with the first light of morning, Patrus saw a small island in the sea ahead.

Patrus was alone on the island. The salt sea was all around him.

Dramatizing the story

Use after
page 152. The children may dramatize the story in accordance with plans made while rereading it.

READ AND DO, pages 46-48.

RELATED EXPERIENCES

The children may tell other stories of magic which they have read or which someone has told to them.

SUGGESTED STORIES AND POEMS

To be read by the children

"Big Snapping Turtle," page 171, *We Grow Up*, The Macmillan Company, New York, 1939.

"Zeke and the Birds," page 179, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "Pig Wisps," by Carl Sandburg, *Rootabaga Pigeons*, Harcourt, Brace and Company, New York, 1923.

The Crow and the Pitcher

PAGES 153-155

BUILDING BACKGROUND

Ask the children to tell their experiences in being very thirsty and having difficulty in finding any water to drink. Have them discuss the ways in which they solved their problem.

"In our next story a crow was very thirsty. We'll find out how she got a drink of water."

DEVELOPMENTAL READING

Word Development: "One afternoon this thirsty crow tried to drink from a pitcher. She wasn't successful at first, but she kept on trying." Pages 153-155

Reading: (153) "How did the crow happen to find the pitcher?" pitcher
(154) "What plan did she think of to get a drink from the pitcher?" afternoon
(155) "Did she finally find a way to get a drink?"

Discussion: "What did the crow mean when she said, 'Where there is a will there is a way'?" See also APPRECIATION.

REREADING

The children may reread the story to find parts which show good characteristics of the crow, as: (153) the part which shows that the crow was polite; (155) the part which shows that the crow didn't give up easily.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

* Reviewing the variant *ly*

Write the words below on the blackboard. Have the children read each word, add *ly* to it, and read it in its changed form. Then have each word used in a sentence. Use after page 155.

near, quick, friend, soft, love, safe, loud, strange, wild, patient

APPRECIATION

Extending acquaintance with fables

Tell the children that this story is a fable believed to have been told by a man named Aesop. Explain that a fable is a short story which is intended to teach a lesson. Ask them what lesson is taught in the story of "The Crow and the Pitcher." Use after page 155.

Read some of Aesop's simple fables to the children. Encourage discussion of these fables.

READ AND DO, pages 49-51.

RELATED EXPERIENCES

Let the children try the experiment of dropping pebbles into a glass pitcher partly filled with water. Have them note how the water gradually rises as more pebbles are added.



SUGGESTED STORIES AND POEMS

To be read by the children

"Blackie, the Pet Crow," page 77, *Making New Friends*, Ginn and Company, Boston, 1940.

"The Lion and the Mouse," page 32, *It Happened One Day*, Row, Peterson and Company, Evanston, Illinois, 1938.

To be read to the children

Stories: "The Fox and the Crow," page 77, "The Tortoise and the Hare," page 104, "The Lion and the Mouse," page 108, *The Tall Book of Nursery Tales*, Artists and Writers Guild, Inc., Harper and Brothers, New York, 1944.

SECTION IV

Southland Adventures

ILLUSTRATION, PAGES 156-157

BUILDING BACKGROUND FOR THE SECTION

Have the children turn to the table of contents and read the title of the new group of stories, *Southland Adventures*. Ask them to discuss the title, emphasizing the fact that the stories in this section will be about adventures of some children who live in the southern part of our country.

If the children live in the South, ask them to enumerate the crops which are raised by the farmers in the southern states. Write on the blackboard the names of the products, as: *cotton, tobacco, rice, sugar cane, peanuts*. Make sure that sugar cane is included in this list. Ask the children to tell briefly what they know about growing and harvesting sugar cane and about refining cane sugar.

If the children live in the North, it will be necessary to draw particularly upon the experiences of any children who have visited in the South or to supplement with your own contributions.

Ask the children to turn to the illustration on pages 156-157. Explain that this is a picture of a big southern farm, and that such a farm in the South is often called a plantation. Have them note the large white house which is the home of the plantation owner, and the Spanish moss hanging from the tree. This is an evergreen oak, commonly called live oak, a variety of tree which grows abundantly in the southern states.

Have the children identify the growing sugar cane and the stalks of harvested sugar cane in the wagon. Ask them where they think the man on the wagon is taking the sugar cane. Have them note that mules are pulling the wagon. Explain that while horses are the animals most frequently used for pulling loads in the North, many farmers in the South prefer mules because these animals are so strong and hardy.

The Green Tent

PAGES 158-167

BUILDING BACKGROUND

Invite the children to discuss their experiences in eating syrup or molasses on waffles, griddle cakes, and toast. Ask them to tell what kinds of syrup they have eaten and from what each kind was made. Probably maple syrup, cane syrup, and molasses will be most frequently mentioned. This will give you an opportunity to lead directly into the new story which the children may read for the purpose of finding out more about molasses made from sugar cane.

DEVELOPMENTAL READING

Pages
158-161
* cane
* forest
above
sang
stepped
gourds
bright
fairy
popped

Word Development: "In your next story you will read about three girls who lived in the South where sugar cane grows. The name of one of the girls was Ruth. Ruth's father was an artist. He had a car with a trailer-house in which he would travel through the country and stop from time to time to paint a picture. Sometimes he painted *bright flowers* in his pictures. When Ruth went with her father, she always took her doll, Mary Ann, with her. Sometimes she *sang softly* to Mary Ann. Sometimes she played that Mary Ann was eating out of dishes made of *gourds*." (Discuss gourds briefly.) "In this story Ruth walked between rows of sugar cane that grew high *above her head*. She found an interesting playhouse that she thought was a *fairy house*. She *stepped* in the house. Later two little people *popped out* of the doorway. We'll find out who they were."

Reading: (158) "Find out what especially interested Ruth when her father parked at the camping ground." (159) "Find out what happened when Ruth walked through the little forest of sugar cane." (160) "How was the tent made and what was in it?" (161) "What surprise did Ruth have when she went to the green tent again?"

Discussion: "Why did Ruth's mother have to blow the horn so many times to call her to lunch?" See also APPLICATION OF STUDY SKILLS.

Word Development: "The two little girls whom Ruth met in the green tent were Alice and Rose. They were not fairies, but *really*,

truly girls. Mr. Browning, their father, managed the sugar-cane plantation. The time came when he wanted to have the *sweet juice* of the sugar cane *squeezed out*. The next part of the story tells us that men cut the tall stalks with knives. Then they put the stalks in a wagon that went rumbling down the road. Ruth made up a song about the *rumble* of the wagon." (See WORD RECOGNITION for practice in converting a variant form back to a stem word.) "You will read that the girls saw a man *putting stalks* of sugar cane into a mill. You will also find out how *molasses* and sugar-cane *suckers* are made."

Pages
162-167
truly
juice
putting
squeezed
molasses
suckers

Reading: (162) "Find out what unexpected thing Ruth saw as she talked with the girls in the green tent." (163) "What did Ruth do about the two caps?" (164) "Find out how the sugar cane was harvested." (165) "How was the juice taken out of the sugar cane?" (166) "This page tells how the girls made their suckers." (167) "What was the last kind thing which the Brownings did for Ruth?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

Have the children try to recall the exact process for making sugar-cane molasses as described in the story. As a child mentions one step, have the class find in their books the section which describes the step. Ask one child to read this section aloud and compare it with the first child's statement.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Recognizing compound words

Below are the most important compound words which appear between pages 159 and 209. Write these words on the blackboard. Have the children underline and read the two words in each compound word, and then read the word as a whole.

nowhere

everyone

Crosspatch

yourself

sawdust

plowmen

fireplace

upside

herself

patchwork

doorstep

firewood

Use after
page 159.

* Have the children select pairs of words from these lists and write them together to make compound words.

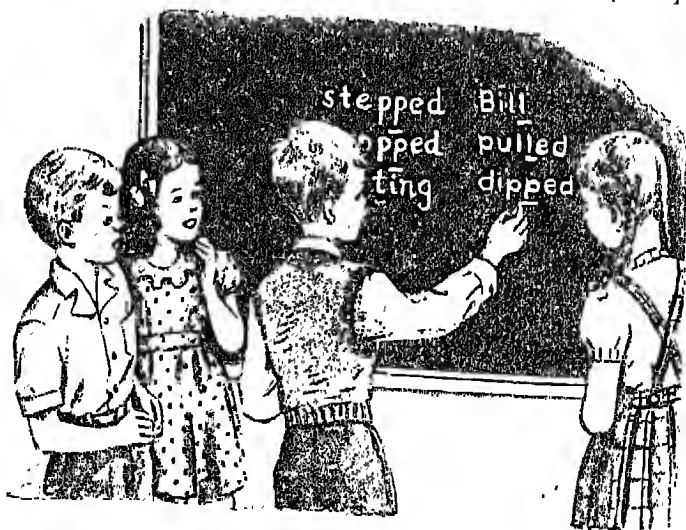
up	where	wash	self
news	side	motor	room
tug	step	every	dust
patch	boat	your	boat
no	paper	saw	one
fire	work	under	noon
door	men	plow	stand
snow	wood	after	body
fisher	ball	no	men

Reviewing hyphenated words

Use after page 167. These hyphenated words appear between pages 168-281: *sweet-smelling, Broken-Nose, sugar-candy, sky-blue, ten-cent, good-for-nothing*. Write these words on the blackboard. Then have the children read the separate words in each hyphenated word, tell what the entire word means, and use it in a sentence.

Recognizing a silent letter in double letters

Use after page 167. Write *stepped* on the blackboard. Ask the children to listen when you say the word and see if they can hear two *p*'s or only one *p*.



Explain that one *p* is silent. Have a child draw a line under the silent *p*. Use the same procedure with these words: *popped*, *putting*, *Bill*, *pulled*, *dipped*, *grabbed*, *swimming*, *dressing*, *hammer*, *summer*, *pretty*, *rubbed*.

Converting variant forms to stem words

The stem words *save* and *rumble* appear for the first time on pages 151 and 167, respectively. The children have had the derived forms *saving* and *rumbling*. At this point they should be given practice in converting derived forms to stem words in cases in which *e* is dropped when adding *ing*. Review dropping *e* and adding *ing*. Write the known words below on the blackboard. Have the children write each word again in its *ing* form.

Use after
page 167.

ride, write, whistle, shine, dive, wave

Erase the stem words and have the children write the stem word for each variant form.

Similarly, have them convert these variant forms to stem words: *saving*, *rumbling*, *surprising*, *leaving*, *balancing*, *waddling*, *hiding*, *exciting*.

INTERPRETATION OF MEANING

Extending word meanings

Write on the blackboard the pairs of sentences below. Have the children discuss the two meanings of the underlined word as used in each pair of sentences.

Use after
page 167.

It was fall, but it seemed like summer.

Ruth was afraid her doll might fall.

There were fields of cane as far as Ruth could see.

The old man walked with a cane.

Ruth walked down one row after another.

The boy liked to row the boat.

Father picked a good place to park the car.

Mother said, "You may play in the park."

Ruth dipped a bit of sugar cane into the molasses.

Alice bit off a piece of her sugar-cane sucker.

Pantomiming steps in an industrial process

Use after page 167. Some of the children may pantomime the different activities involved in harvesting sugar cane and making it into molasses. For this purpose use the sentences prepared under *Summarizing steps in an industrial process*.

APPLICATION OF STUDY SKILLS**Becoming acquainted with an encyclopedia**

Use after page 161. If a pictured encyclopedia is available, show the children the volume which gives information about sugar made from sugar cane and from sugar beets. Call their attention to the S on the shelfback of the book, which served as your guide in selecting the particular volume. Show them the pictures pertaining to sugar, and read to them any parts of the article which will add to what they already know about sugar.

Summarizing steps in an industrial process

Use after page 167. Ask the children to formulate a summary statement for each step in the process of harvesting sugar cane and making it into molasses. Write the statements on the blackboard as they are given. Then have the children refer to their books to check the accuracy and sequence of the statements.

READ AND DO, pages 52-53.

RELATED EXPERIENCES

Ask the children to bring in labels from molasses cans or jars. Help them to find out from the labels where the molasses was canned or bottled.

Bring a can of molasses to school. Let the children eat some of the molasses on toast which they may make on an electric toaster.

The children may paint a large mural showing the successive steps in harvesting sugar cane and in making molasses.

SUGGESTED STORIES AND POEMS**To be read by the children**

"Good Smells and Tastes," page 189, *Here and There with Henry*, World Book Company, Yonkers, New York, 1943.

"Tommy in a Tent," page 9, *The Laidlaw Basic Readers, Book Two*, Laidlaw Brothers, Inc., Chicago, 1940.

"Don's First Trailer Ride," page 152, "In the Trailer Park," page 162, *Faraway Ports*, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Stories: "The Adventure of the Sugar Mill," by Marion Cannon, *The Fiery Mountain*, The Junior Literary Guild and E. P. Dutton Company, Inc., New York, 1940.

"Rene and Madelaine of Louisiana," by Anne Merriman Peck and Enid Johnson, *Young Americans from Many Lands*, The Junior Literary Guild and Albert Whitman and Company, New York, 1936.

Poems: "The Butterbean Tent," by Elizabeth Madox Roberts, *Under the Tree*, The Viking Press, New York, 1930.

"The Tea Party," by Kate Greenaway, *Marigold Garden*, Frederick Warne and Company, Inc., New York, 1910.

Along the White, Sandy Road

PAGES 168-178

BUILDING BACKGROUND

Post on the bulletin board some pictures of bees and their hives. Have the children look at pictures of bees in science books. Lead a discussion about experiences they have had in observing bees and beehives. Supplement with any information necessary to clarify the children's concepts of these points: why people keep bees; the use that bees make of beehives; what we mean when we say that bees are swarming.



Pages
168-171
Susie
Annie
orange
beehive
petunias
purple
swarm
queen
barrel
honey
* Sammy
Simms
Tubby

DEVELOPMENTAL READING

Word Development: "Our new story is about an old southern lady called Aunt Susie Annie. She lived in the country near a white, sandy road. In her yard she had an orange tree and purple petunias. Aunt Susie Annie kept bees to make honey for her, so there were also two beehives in her yard. One was an old beehive and one was new. There were too many bees in the old hive so the queen bee was about to take a swarm of bees to a new home. There was also a barrel in Aunt Susie

Annie's yard. *Sammy Simms* and *Tubby* saw something very funny happen in connection with this barrel."

Reading: (168) "Read this page to find out more about Aunt Susie Annie's yard." (169) "What was Aunt Susie Annie doing the morning the story began?" (170) "Find out what Aunt Susie Annie was going to do with the big spoon." (171) "Look at *Sammy Simms* and *Tubby* and the billy goat in the picture. Find out where the boys are going."

Discussion: "How did Aunt Susie Annie plan to get the swarm of bees in the new hive? What would happen if her plan should not work?" See also APPLICATION OF STUDY SKILLS.

Word Development: "Look at the picture on pages 172-173. Here is *Crosspatch*, the old billy goat, whom we saw *wandering* down the road in the picture on page 171. Can you see *his whiskers*? In this part of the story *Crosspatch* looked at Aunt Susie Annie and said, '*Baa-aa!*' Do you see the bees? They are making a sound with their wings; *they are buzzing*. Notice the big spoon in Aunt Susie Annie's hand. Do you think it is a wooden spoon? No, it is an iron spoon. If she beat on a dishpan or some other metal object with the spoon, it would make a sound like this — *Pang!* You will laugh when you find out what went CRASH!" Have the children note the sound of *cr* in *crash*. (See WORD RECOGNITION for development of *cr*, *br*, *pr*, *gr*.)

Pages
172-178
wandering
whiskers
(*Baa-aa*)
buzzing
(*Pang*)
crash
belong

Reading: (172) "Find out why *Crosspatch* didn't like bees and why Aunt Susie Annie didn't like *Crosspatch*." (173) "Did Aunt Susie Annie scare *Crosspatch* away?" (174) "Look at the picture. Do the bees seem to be swarming? Read and find out if Aunt Susie Annie was able to manage them." (175) "What unexpected thing happened to Aunt Susie Annie?" (176) "What did Aunt Susie Annie do next? Who came to the yard while she was asleep?" (177) "Look at the picture. What has happened to the barrel and to Aunt Susie Annie? Find out how it happened." (178) "Let's finish the story and find out where the bees went."

Discussion: "Why did Aunt Susie Annie climb on top of the barrel? Why did *Crosspatch* think there were bees in the barrel? Do you suppose Aunt Susie Annie ever got the bees into the new hive?" See also INTERPRETATION OF MEANING AND APPRECIATION.

REREADING

Have the children reread the story for the purpose of finding the paragraph or paragraphs which are illustrated. Have them also select other sections which would be appropriate to illustrate.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the prefix *a*

Use after page 171. Write *part* on the blackboard and have the children read it. Add the prefix *a*. Have them read *apart* and use it in a sentence. Use the same procedure with these stem words: *like, board, shore, head, cross*.

Reviewing *dr, fr, tr*

Use after page 171. Write on the blackboard these blends as headings: *dr, fr, tr*. Read the words below, calling upon a different child, in each case, to write under the appropriate heading the word that you pronounce.

tried, dry, free, friend, trails, drill, front,
freeze, tray, driver, truly, tree, dropped, trunk.

Developing *cr, br, pr, gr*

Use after page 178. *Visual Discrimination (cr)*: "The new word which we read on page 175 began with *cr*. Do you remember what it was?" Write *crash* on the blackboard as a key word to use in developing the new consonant blend. Add the following words and have the children underline *cr* in each one: *crab, cry, cross, crowd*.

Auditory Discrimination (cr): "Clap for each word which begins with the sound of *cr*." Say: *crow, trick, creek, crew, blew, grow, cruel*.

Visual Discrimination (br): "On page 160 we had a new word which began with *br*." Write *bright* on the blackboard as a key word. Add the following words: *bread, broken, print, cross, break, bridge*. Have the children underline those that begin with *br*.

Auditory Discrimination (br): Suggested words to say are: *brown, brought, Freckle, brand, front, brave, brook*.

Visual Discrimination (pr): Use *proud* for a key word. Other words in which the children may identify *pr* are: *prize, present, plan, print*.

Auditory Discrimination (pr): Suggested words to say are: *proud, crowd, pretend, princess, great, pump, procession*.

Visual Discrimination (gr): Use *grow* for a key word. Other words in which the children may identify *gr* are: *gray, grand, grass, grew.*

Auditory Discrimination (gr): Suggested words to say are: *grow, grab, front, great, thin, grain, grin, brought, thirty, greedy.*

Word Building (gr, pr, cr, br): Have substitutions made as follows: *loud (proud); row (grow); ice (price); dress (press); seek (creek); new (crew); sing (bring); and (brand); save (brave); rain (grain); blew (grew).*

Contextual Application: Suggested sentences for the children to read in making contextual application of the new blends *cr, br, pr, gr* are:

The top of the barrel fell in with a crash.

Cowboys in the West brand calves.

Wheat is grain.

There was a small creek on Bert's farm.

Ruth had to press her new dress.

INTERPRETATION OF MEANING

Interpreting descriptions of sounds

Have the children find in the story sentences which describe sounds. Each child may select one sentence and dramatize it with sound effects. Sentences which might be used are: Use after page 178.

"Baa-aa!" said Crosspatch, chewing fast and working his whiskers up and down.

A soft, low sound came from her mouth. Zzz-z-z!

Suddenly there was a quicker, louder buzzing around the old beehive.

She grabbed the dish pan from the top of the barrel and began to beat on it with the big spoon. Pang! Pang! Pang!

Aunt Susie beat on her dish pan.

She gave a little laugh.

APPLICATION OF STUDY SKILLS

Locating additional information

Place on the library table books and magazines in which the children may find information about becs. Suggest that they look for additional information in books at home and in the public library. Let each child give an oral summary of what he has found. Use after page 169.

APPRECIATION

Noting humorous incidents

Use after page 178. Let the children discuss the funny incidents in the story. Then they may vote to find out which the majority of children think is the funniest incident.

READ AND DO, pages 54-57.

RELATED EXPERIENCES

The children may write a letter to a beekeeper inviting him to talk to them about his bees and how he cares for them.

If feasible, attach a glass beehive with bees in it to a window pane so that the children may observe the activities of the bees.

Let the children sing a song such as, "The Bee," by Phyllis McGinley and C. H. Hohmann, page 152, *New Music Horizons*, Book 3, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"Miss Lizzie," page 5, *Through the Green Gate*, Row, Peterson and Company, Evanston, Illinois, 1939.

"Honey Bees," page 61, *Busy World*, Allyn and Bacon, Boston, 1940.

To be read to the children

Poems: "The Song of the Bee," by Marion Douglass, *My Caravan*, compiled by Eulalie Osgood Grover, Laidlaw Brothers, New York, 1932.

"The Bees," by Lola Ridge, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

The Whoopee-Hide Adventure

PAGES 179-185

BUILDING BACKGROUND

If possible, show the children a homemade patchwork quilt. Explain that *some patterns* for quilts are very old. They were often designed to represent some aspect of nature, as: flowers, trees, or even the print of a bear's paw. Each pattern has its own name.

Give additional background information about various types of handicrafts. In every country handicraft skills have been handed down from the days when people made everything by hand. In our country some of the commoner types of handicrafts are spinning, weaving, quilting, wood carving, basket making, pottery making.

This story took place in a section of the South where people make beautiful patchwork *quilts*. To make a quilt they sewed together bright pieces of cloth for the cover. Then they fastened a large piece of material on a *wooden frame*. Over this they placed a filler of cotton or wool batting or *warm cloth*. On top of these two layers they placed the *patchwork*. Finally they sewed all three layers together. It took many stitches to make a quilt. When a woman had her patchwork ready to make into a quilt, the neighbors came and helped her quilt it. Such a gathering is called a quilting bee. Our new story tells about an exciting adventure that happened at one of the quilting bees.

DEVELOPMENTAL READING

Word Development: "Polly and Bobby Boy's mother had her patchwork ready to make a quilt, and the neighbors were coming to help her. After they came and the women began to work on the quilt, the children played a game called, '*Whoopre-Hide*.' It was like the game, 'Hide-and-Seek.' One of the children who played this game was *Little Sally*. She had an *exciting adventure*." (*Quilts, cloth, patterns, and frame* were developed while building background.)

Reading: (179) "Let's find out how Polly and Bobby Boy helped to get ready for the quilting bee." (180) "Look at the picture. What is Polly doing? Find out what three patterns she liked." (181) "What pattern was the quilt which the women were going to make? What did Aunt Betsy Brown and her family bring?"

Pages
179-181
*Whoopre-
Hide
adventure*
* *polts
quilts
cloth
patterns
frame
Sally*

Discussion: "Can you name the pattern in one or more of the three quilts pictured on page 180? Why was Aunt Betsy's family bringing cooked food?"

Pages
182-185
cousin
Miss
paths
bushel
rye
child
thankful

Word Development: "Other people who came were *Cousin Judy* and *Miss Hunter*. They came walking up one of the *paths* that led to the house. When the children played 'Whoopce-Hide,' *each child* would hide behind a rock or a bush. After a few minutes the one who was IT would call, '*A bushel of wheat, a bushel of rye*, all not ready shout out "I." ' It was during one of these games that little Sally had her exciting adventure. Everyone was *thankful* that she came through it safely." If the children have difficulty in recognizing the variant *excitedly* on page 184, show them the two steps in changing *excite* to *excitedly* by adding *d* and then *ly*.

Reading: (182) Have the children note the quilt and quilting frame in the picture and count the number of women who are working on the quilt. "Read and find out who these women were." (183) "This page tells how the exciting adventure started. Read and find out." (184) "Where did they find Sally?" (185) "How did they all show that they were thankful?"

Discussion: See INTERPRETATION OF MEANING and APPRECIATION.

REREADING

Have the children reread the story for the purpose of finding specific parts as indicated below:

The part which tells what Bobby Boy and Polly did to help their mother get ready for company.

The part which tells how the children played "Whoopce-Hide."

The parts which tell about the hunt for Sally.

The part which tells what happened to little Sally.

The part which tells how everyone felt when Sally was found.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the variant *ing*, dropping *e*

Use after page 185. Have the children change each of the words below to its *ing* form, dropping the final *e*. (These words appear in this variant form on

pages 180-313.) The list should be read orally after the form of the words has been changed.

piece, hide, write, pile, whistle, waddle, balance, dive, leave

* For independent work the children may write sentences containing these words in their variant forms.

Reviewing final *th, sh, ch, nk, ck, ng*

Have the children read the sentences below, noting the sound of the final speech sound in each underlined word. Then have them write the sentences and underline the words which end with one of the above sounds, and draw a second line under the final speech sound in each one. Finally have them write the headings *th, sh, ch, nk, ck, ng* and arrange the underlined words under their appropriate headings. Use after page 185.

Mother made the patchwork with bits of cloth.

There was a path from the cabin to the spring.

The top of the barrel fell in with a crash.

One day Sammy Simms caught a fish.

Patrus liked to go to the beach.

He liked to watch the boats.

Patrus learned to think his way through trouble.

Ruth had a pink dress.

After they found Sally, they all went back to the house.

Jack and Judy liked to pick blueberries.

Ruth had a new gold ring.

Sally thought she had been under the big pot for a long time.

INTERPRETATION OF MEANING

Defining terms used in the story

Ask the questions below. Call upon different children to define each of the terms. Through discussion guide them in arriving at accurate definitions. Use after page 185.

What is a wash pot? (A pot in which the women wash clothes.)

What is the game, "Whoopee-I hide"?

What is patchwork as used in this story?

What is a cooking pot?

What is a quilt?

What is a pattern?

What is a quilting frame?

APPRECIATION

Appreciating local color

Use after page 185. Explain that people in various parts of our country say and do some things differently. This story gives a glimpse of certain things said and done in one locality in the South.

Ask the children to mention some unusual terms which make the story more real and interesting to them because they are terms used by people in this particular locality. These expressions might be suggested: *Whoopee-Hide*, *wash pot*, *cooking pots*.

Have them discuss the ways in which people do things in this particular locality which are different from the ways in which things are done in their own locality. They should mention cooking over a fireplace, cooking in a big pot in the yard, washing clothes at a spring, using a big outdoor pot for boiling clothes, having quilting bees.

Finally, have the children discuss things done at Pine Hill which are similar to things done in their own homes, such as: cleaning the house, decorating the rooms with flowers, entertaining friends, taking care of children, playing a game similar to "Hide-and-Seek."

READ AND DO, pages 58-59.

RELATED EXPERIENCES

Let the children draw some of the quilt patterns mentioned in the story. Encourage them also to create some original patterns.

They may play "Whoopee-Hide," using the Whoopee-Hide song on page 183 in *FROM SEA TO SEA*.

Conduct a music appreciation lesson, using "The Quilting Party," Columbia Record, No. 320-M.

The children may write letters to schools which specialize in handicrafts for additional background information. (A good reference on the subject for teachers is, *Handicrafts of the Southern Highlanders*, by Allen H. Eaton, Russell Sage Foundation, New York, 1937.)

SUGGESTED STORIES AND POEMS

To be read by the children

"Making Tallow Candles," page 116, *Faraway Ports*, The John C. Winston Company, Philadelphia, 1940.

"Soap Making at the Howlands'," page 75, *The Laidlaw Basic Readers, Book Three*, Laidlaw Brothers, Inc., Chicago, 1940.

"The Surprise," page 209, *People and Places*, Ginn and Company, Boston, 1940.

To be read to the children

Stories: Down, Down the Mountain, by Ellis Credle, Thomas Nelson and Sons, New York, 1934.

Polly's Patchwork, by Rachel Field, Doubleday Doran and Company, Inc., New York, 1928.

Poems: "The World's Music," by Gabriel Setoun, *Ring-A-Round*, The Macmillan Company, New York, 1930.

"Hiding," by Dorothy Aldis, *Everything and Anything*, Minton, Balch and Company, New York, 1927.

Peanuts for the Circus

PAGES 186-189

BUILDING BACKGROUND

Ask the children to tell of their experiences in buying fresh, roasted peanuts at a circus or zoo, and feeding them to the elephants or monkeys. Lead into a discussion about the source of peanuts and the way in which they grow. After this preliminary discussion have the children read the story to check their ideas.

DEVELOPMENTAL READING

Pages
186-189
peanuts
fresh
roasted
blossoms
stem
earth
** lot*

Word Development: "This story tells us whether peanuts grow on a tree or in the earth. It also tells what happens to the stem of a peanut plant. You will find out all about peanut plants from the time they have blossoms until the fresh, roasted peanuts are ready to sell."

Reading: (186) "Look at the picture. Jerry and his father are at the circus. What do you think Jerry is buying? Read and find out what Jerry said he was going to have someday and how his father answered him." (187) "This page tells how peanuts grow. Read and find out." (188) "How are peanuts harvested?" (189) "What use is made of dry peanut plants? What funny thing did Jerry say about eating peanuts?"

Discussion: "What do you think about Jerry's idea that it's the peanuts that make elephants grow so big?" See also APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread the story for the purpose of finding proof for specific statements. Read aloud the statements below. In each case, ask a child to tell whether or not the statement is true, then find and read orally the part which verifies his answer.

(186) Peanuts do not grow on trees.

(187) Peanuts grow in the ground.

(187) The flower stem bends until it reaches the ground.

(188) Peanuts must be dried.

(188) Peanuts must be very clean before they are roasted.

(189) The peanut plant has many uses.

(189) Elephants eat more hay than peanuts.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing variants *ed*, *ing*, and *er*

Write *roast* on the blackboard and change it to its variant forms as follows: *roast*, *roasted*, *roasting*, *roaster*. Have the words read. Then write other stem words and repeat the procedure. Let the children decide in which cases it is not appropriate to add *ed*, *ing* or *er*. Use after page 189.

The following stem words which appear in variant forms between pages 77 and 306 are suggested for use: *burn*, *cover*, *wander*, *back*, *belong*, *cross*, *feather*, *train*, *Brown*, *work*, *swarm*, *quilt*, *hard*, *follow*, *lean*, *harvest*, *thresh*, *spread*, *break*, *beat*, *pour*, *miss*, *horn*, *guard*, *nail*, *butcher*, *blow*, *knock*, *mill*, *smart*.

Reviewing *str*, *spr*, *thr*

Have the children make substitutions as indicated below. Use after page 189.

For *str*: *feel* (*street*); *stuck* (*struck*); *song* (*strong*); *sing* (*string*); *cream* (*stream*).

For *spr*: *rain* (*sprain*); *ring* (*spring*); *sang* (*sprang*); *out* (*sprout*); *bread* (*spread*).

For *thr*: *row* (*throw*); *blew* (*threw*); *boat* (*throat*); *will* (*thrill*); *see* (*three*); *crash* (*thrash*).

APPLICATION OF STUDY SKILLS

Using informative illustrations

Write on the blackboard the sentences below. Have the children verify each statement by examining the illustrations on pages 187-8. Use after page 188.

(187) The peanut plant has yellow blossoms.

(187) The yellow part of the blossom falls off its stem.

(187) The stem grows much longer until it reaches the ground.

(187) The part of the blossom that is left works itself into the ground where it grows into a fine yellow peanut.

(188) After the men dig up the peanut plants, they put them in piles to dry.

Summarizing facts

Aid the children to compose a paragraph which describes how peanuts grow. The paragraph may read somewhat as follows: Use after page 188.

Peanuts grow on plants. The plants have yellow blossoms. The blossoms fall off the stem. The stem grows until it reaches the ground. Then the part of the stem where the blossom has been works itself into the earth. There it grows into a peanut. The peanut plants are dug up and piled on the ground. When the plants are dry, the peanuts are pulled off. Dirt and bits of stem are removed. Then the peanuts are roasted.

Locating additional information

Use after page 189. If an encyclopedia is available, bring to the classroom the volume containing information and pictures about peanuts and peanut products. Put this book on the library table, opened to the appropriate page. Add any other available books or magazines which contain information about peanuts. Encourage the children to find as much additional information on the subject as they can in this material, in books at home, and at the library. Each one should have an opportunity to give an oral report of his findings.

READ AND DO, page 60.

RELATED EXPERIENCES

Let the children plant some raw peanuts in the garden or in flower pots and observe their growth.

The children may make some peanut butter to eat on crackers. The butter may be prepared by grinding roasted peanuts through the fine blade of a food chopper.

SUGGESTED STORIES AND POEMS

To be read by the children

"A Garden at Home," page 118, *We Grow Up*, The Macmillan Company, New York, 1939.

"Fluffytail and the Peanut Hunt," page 193, and "Tippy Elephant's Hat," page 131, *Streets and Roads*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "A Bag of Peanuts," by James Franklin Chamberlain, *How We Are Fed*, The Macmillan Company, New York, 1916.

Lady Elodee's Head

PAGES 190-197

BUILDING BACKGROUND

Ask the children if they have ever seen a collection of very old things, such as silver, dishes, toys, or dolls. Have them describe such collections. Tell them about experiences of your own in making or seeing collections of old objects.

DEVELOPMENTAL READING

Word Development: "Our new story is about a lady who had a very interesting collection of old dolls. Her name was *Miss Lucy*, and she lived in the South near the shore of a great river. Some of her dolls had cotton dresses and some had *silk dresses*. Some had black hair and some had *golden hair*. Miss Lucy protected her precious dolls from dust by keeping them in *glass cases*. When little girls came to visit her, she would let them *choose* one doll to sit with them while she *told stories*. The name of this story is *Lady Elodee's Head*. Who do you suppose Lady Elodee was? We'll find out before the story is finished."

Pages
190-193
Elodee's
Lucy
stories
cases
choose
silk
golden

Reading: (190) "Look at the beautiful southern home in the picture. This is Miss Lucy's home. Read and find out more about it."

(191) "This page describes the wonderful collection of dolls. Where did Miss Lucy get these dolls?" (192) "Mary Sue is about to choose one of these dolls. Find out which one she chose." (193) "Where did Miss Lucy buy Miss Broken-Nose?"

Discussion: "How do you suppose the peddler came to have Miss Broken-Nose?"

Word Development: "You will find many interesting things in the rest of the story. You will read how Miss Lucy told a story about a girl who *became a princess*. You will read about a little girl who went on a *long journey* to the *state of Alabama*. She had her *beloved doll* with her." Have the children note that *be* added in front of *loved* makes *beloved*. (See WORD RECOGNITION.) Introduce *screwed* at the time the children need the word in their reading on page 195.

Pages
194-197
princess
became
screwed
Alabama
journey
state

Reading: (194) "Find out what unexpected thing happened as Mary Sue held the doll." (195) "Did Miss Lucy scold Mary Sue?" (196) "What did Jean discover inside the doll?" (197) "What generous thing did Miss Lucy do?"

Discussion: See INTERPRETATION OF MEANING AND APPRECIATION.

REREADING

Have the children reread the story silently for the purpose of organizing it into scenes for a dramatization. Guide a discussion in which they decide what to call the scenes, as: *The Girls Visit Miss Lucy* and *What Happened to Miss Broken-Nose*. The children may also plan properties, characters, and speeches for the dramatization.



Developing the prefix *be*

Use after
page 196.

Explain that *be* is sometimes put at the beginning of a word to make another word. Demonstrate by writing on the blackboard *loved*, *beloved*. Have both words read. Have the children make other words by prefixing *be* to these words: *side*, *came*, *long*, *friend*, *come*.

Since prefixing *be* to a word changes the meaning of the word in different ways, do not attempt to associate any one meaning with

the prefix. Have the children read the sentences below, however, and note how the meaning of a word is changed when *be* is prefixed.

Miss Lucy said that soon the doll
would belong to the school.

Katie hoped someone would befriend
her doll.

The doncer stood beside the Indian doll in
the glass case.

INTERPRETATION OF MEANING

* Sensing cause-and-effect relationships

Write on the blackboard the incomplete sentences and phrases below. Have the children select the appropriate ending in each case. Use after page 197.

Mary Sue liked to play with Miss Broken-Nose,
because Miss Broken-Nose was pretty.
because she seemed to need some one to love her.
because she was the only doll in the case.

Mary Sue took off the doll's head
by cutting it.
by turning it.
by bending it.

Mary Sue told Miss Lucy about the doll's head,
because she was afraid.
because she thought it was funny.
because it was the right thing to do.

Suggesting different endings for the story

Ask the children to suggest different endings for the story. Leading questions which may be used are: Use after page 197.

If Miss Lucy had been a cross old lady, how might the story have ended?

If Mary Sue had not done the right thing, how might the story have ended?

If Mary Sue had not chosen Lady Elodee, how might the story have ended?

APPRECIATION

Dramatizing the story

Let the children dramatize this story according to plans made during REREADING. They may use the dolls brought for the exhibit suggested under RELATED EXPERIENCES. Aid them in giving a vivid interpretation of the story by paying special attention to expression, tone quality, and diction.

READ AND DO, pages 61-62.

RELATED EXPERIENCES

Invite the children to bring to school the oldest dolls they can find and arrange them on shelves. The dolls may be used in dramatizing the story as suggested under APPRECIATION.

Help the children to compose a note that they might leave inside their favorite dolls for some other child to find and read one hundred years from now.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Garden Mercy Planted," page 141, *Wide Wings*, The Macmillan Company, New York, 1939.

"When Eli Heard the Turkey's Call," page 43, *Near and Far*, Silver Burdett Company, New York, 1940.

"How People Got Ready for Winter Long Ago," page 139, *The World Around Us*, Silver Burdett Company, New York, 1938.

To be read to the children

Stories: "The Wedding Procession of the Rag Doll and the Broom Handle and Who Was in It," by Carl Sandburg, *Rootabaga Stories*, Harcourt, Brace and Company, New York, 1932.

The Little Wooden Doll, by Margery Bianco, The Macmillan Company, New York, 1925.

Poems: "I Took My Dolly for a Walk," Unknown, *The Golden Flute*, edited by Alice Hubbard and Adeline Babbitt, The John Day Company, New York, 1932.

"Not Any More," by Dorothy Aldis, *Hop, Skip, and Jump*, G. P. Putnam's Sons, New York, 1934.

The Golden Goose

PAGES 198-204

BUILDING BACKGROUND

Place on the library table attractively illustrated books of fairy tales. Show the pictures to the children, and lead them in a discussion concerning their favorite fairy stories. Conclude the discussion by telling that the next story they will read is a well-known fairy tale called "The Golden Goose."

DEVELOPMENTAL READING

Word Development: "You will read about three brothers in this story. *Dummling* was the *youngest*. He had an older brother, and he had still another brother who was the *oldest* in the family." Have the children note that *est* added to *young* and to *old* makes *youngest* and *oldest*. (See WORD RECOGNITION for development of the *est* variant.) "One day *Dummling* went to a town where there was an inn. The keeper of the inn had *three daughters*. You will laugh when you find out what happened to these daughters."

Pages
198-201
Dummling
youngest
* inn
daughters

Reading: (198) "The boy in the picture is *Dummling's* oldest brother. Find out what he is saying to the little man." (199) "What happened to this brother? What happened to the second brother?" (200) "Let's find out what happened when *Dummling* met the little old man." (201) "This page tells you something surprising that happened to the innkeeper's daughter. Find out what it was."

Discussion: "Why do you think something unfortunate happened to *Dummling's* brothers? Why didn't the same thing happen to *Dummling*?" See also APPRECIATION.

Word Development: "You have read what happened when the innkeeper's daughter *touched the goose*. Soon you will read how some people *hurried along in a procession*. Later on in the story you will meet three new characters: a *king*, a *mayor*, and the *mayor's clerk*. The king lived in a *palace* with his daughter. He gave his daughter to someone to *marry*."

Pages
202-204
touched
hurried
clerk
procession
marry
king
palace

Reading: (202) "Look at the strange procession in the picture. Find out why all of the girls are running after *Dummling*." (203) "Who else joined the procession?" (204) "Who married the king's daughter?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of selecting incidents and places to show on a picture map illustrating Dumm-ling's travels. The map may be drawn on the blackboard by different members of the group for class work, or each member of the group may draw his own illustrated map during an independent work period. Suggest that they draw simple stick figures to illustrate the characters. The list may be somewhat as follows:

Dumpling starting into the forest.

Dumpling meeting the old man in the forest.

Dumpling and the old man eating together under the trees.

Dumpling taking the goose from the chopped-down tree.

Dumpling eating breakfast at the inn, the innkeeper's daughter touching the goose.

Dumpling and the procession going toward the palace.

Dumpling talking to the king in the palace; the princess nearby.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the variant *est*

Use after page 201. *Visual Discrimination:* Write on the blackboard the word *smallest*. Ask a child to draw a line under the part which has been added to *small* to make *smallest*. Repeat with *youngest*.

Auditory Discrimination: Play the "Clap Game." Say: *small, smallest, young, youngest, smart, smartest, old, oldest, sweet, sweetest, warm, warmest, high, highest, quick, quickest*.

Word Building: Have the children add *est* to these words and read the new words: *young, old, small, fast, sweet, warm, high, poor, tall, hard*.

Contextual Application: Suggested sentences to use are:

Dumpling was the youngest brother.

The oldest brother hurt his leg.

Peter's father had the fastest motorboat on the lake.

Bobby thought maple taffy was the sweetest candy in the world.

* Write on the blackboard the words and sentences below. (Tell the children the words *add* and *sentence*.)

Add est to each of these words. Write a word you have made on the line in the right sentence.

young tall slow bright

Dumpling cut down the . . . tree in the forest.

Dumpling was the . . . one of the three brothers.

The mayor was the . . . walker of all.

The goose had the . . . feathers Dumpling ever saw.

Reviewing variants made by adding *ing*

These variant forms appear on pages 181 to 290; *carrying, quilting, filling, touching, growing, pushing, screaming, rolling, Harding, training, watching, fastening*. If necessary to review this type of variant, write the stem words on the blackboard and proceed as previously suggested. Use after page 204.

INTERPRETATION OF MEANING

Extending word meanings

Write on the blackboard the pairs of sentences below. Ask the children to read the first pair of sentences, then choose from the first sentence a word which can be used to complete the second sentence. Discuss the two meanings of the word. Use the same procedure for the other pairs of sentences. Use after page 204.

The old man said, "If that will suit you, let us eat together."

The old man was dressed in a funny . . .

Dumpling was kind to the old man.

The children played a new . . . of game.

The girls slipped into the room.

One of the boys . . . and fell into the water.

The mayor stuck fast like the others.

The girls had to run . . . to keep up with Dumpling.

The princess saw the procession.

The man used an ax and a . . . to cut down the trees.

APPLICATION OF STUDY SKILLS

Classifying items under a specific heading

Use after page 203. Write on the blackboard the heading, *The Procession*, and at one side the list of characters below. Ask the children to read the list and tell you which characters were in the procession. Write the names under the heading. Then have the children help you number the characters in the order in which they joined the procession.

the mayor	the princess
the second daughter	the clerk
the king	the oldest daughter
the golden goose	the father
the little old man	the second brother
the oldest brother	the innkeeper
the mother	two plowmen
Dummling	the youngest daughter

(The characters, in correct sequence, should be: *Dummling, the golden goose, the oldest daughter, the second daughter, the youngest daughter, the mayor, the clerk, two plowmen.*)

APPRECIATION

Becoming acquainted with authors of fairy tales

Use after page 201. Give the children some background information about the Grimm brothers, as follows: "This story is one of many tales that were first written in Germany by two brothers named Jakob and Wilhelm Grimm. These brothers went out among the people and collected the tales that had been told around firesides for hundreds of years. This is why the stories are known as Grimm's fairy tales." Let the children find *Grimm Brothers* after the story title in the table of contents.

Enjoying different versions of a well-known fairy tale

Use after page 204. The children may look through books on the library table, at home, and in the public library, for other versions of "The Golden Goose." (Another title for this story is "The Princess Who Could Not Laugh.") Ask them to read or tell to the class any different versions of the story which they find.

Read to the children one or more versions of the story by authors of good literature.

In every case guide discussion in which the children indicate the likenesses and differences between the version read or told and the one in the book.

READ AND DO, page 63.

RELATED EXPERIENCES

The children may make a large mural showing Dummeling with the golden goose and the procession of characters.

They may model figurines from clay to represent the various characters and arrange them on a table or window ledge.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Princess Who Never Laughed," page 298, *Streets and Roads*, Scott, Foresman and Company, Chicago, 1941.

"The Elves and the Shoemaker," page 105, *We Grow Up*, The Macmillan Company, New York, 1939.

"Boots and His Brothers," page 300, *Wide Wings*, The Macmillan Company, New York, 1939.

To be read to the children

Stories: "The Golden Goose," by Jakob and Wilhelm Grimm, *Fairy Tales of the Brothers Grimm*, J. B. Lippincott Company, Philadelphia, 1907.

"The Straw Ox," *Tales of Laughter*, edited by Kate Douglas Wiggin and Nora Archibald Smith, Doubleday, Doran and Company, Inc., New York, 1934.

Poem: "Roads," by Rachel Field, *The Pointed People*, The Macmillan Company, New York, 1930.

Sugar-Candy House

PAGES 205-209

BUILDING BACKGROUND

Guide a discussion about wolves: where they live, what they eat, and why they are dangerous. Tell the children that their new story is about a wolf who talks, wears clothes, and walks on his hind legs so it is, of course, a make-believe story. Ask them to mention other make-believe or fanciful stories in which a wolf appears.

DEVELOPMENTAL READING

Pages 205-209
Jan
Janette
Garon
** lame*
roared
mild
lovable
** (oh-ho)*

Word Development: "The name of the old wolf in this new story is *Garon*. He was *lame*, and he *roared* when he talked. The two children in the story are *Jan* and *Janette*. Jan liked to say this little verse: 'It's the wind so mild, That lovable child.' Let's read about the exciting adventure which Jan and Janette had with *Garon*."

Reading: (205) "Read the first page and find out more about the sugar-candy house." (206) "What did the wolf do when he heard the children?" (207) "How did Jan try to fool the wolf?" (208) "Find out why the children are riding on the ducks." (209) "What became of *Garon*, and what became of the sugar-candy house?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of finding the most exciting paragraph on each page and the most exciting paragraph in the entire story.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the variants *er* and *est*

Use after page 209. These words appear in the form of *er* or *est* variants on pages 208-302: *near*, *strong*, *hard*, *soon*, *dark*, *fast*. Pronounce each word. Have it written in the three forms as indicated. Have each form read.

	<u>Add er</u>	<u>Add est</u>
near	nearer	nearest

Reviewing silent letters

Write the words below on the blackboard. Ask a child to pronounce the first word and underline the silent letter. Ask him to tell whether the silent letter is one of two vowels that are together, one of double consonants, or final *e*. Repeat with the other words.

lame, roar, inn, blossom, state, roast, frame,
boat, game, coast, rose, seal, hill, mare, sail, bell,
Leamy, sea, stepped, grabbed, reach, road, made

Use after
page 209.

INTERPRETATION OF MEANING*** Recognizing words of similar meaning**

Write on the blackboard the words and sentences below. Have the children read each sentence, find a word in the list which has the same or nearly the same meaning as the underlined word, and write it above the underlined word in the sentence.

forest pieces cottage foat

Jan and Janette lived near a big wood.

The old wolf went back into the hause.

Garon heard the children breaking off bits of his roof.

Garon put one paw on each duck.

Use after
page 209.

Interpreting words and phrases

Write on the blackboard the sentences below. After each sentence is read, ask a child to tell in his own words the meaning of the underlined word or phrase.

The house was near a big wood.

Garon was lame.

The children were safe in the wood.

"It's the wind so mild, that lovable child."

The ducks had no idea of carrying Garon to the other shore.

They all dived down under the water.

They left old Garon in the middle of the river.

He never came up again.

If the rain has not washed the house away, you might break off a bit for yourself.

Use after
page 209.

APPLICATION OF STUDY SKILLS

Summarizing a story by titles

Use after page 209. Ask the children to suggest other titles for the story. Then let them choose the one which they think best summarizes it. Possible titles are: "The Adventure of Jan and Janette," "The Bad Wolf," "How the Ducks Saved Jan and Janette."

APPRECIATION

Appreciating descriptive words

Use after page 209. Have the children select the words below which best describe the first word or words in each group.

cottage: little, pink, purple, sugar-candy, big, sweet.

Jan and Janette: mild, smart, lame, young, old, afraid, lovable.

Garon: bad, tiny, strong, lame, lovable, mild.

Discriminating between fact and fancy

Use after page 209. Have the children turn to the table of contents, read all of the titles in the first four sections, and decide in each case whether the selection is fanciful or realistic.

READ AND DO, pages 64-66.

RELATED EXPERIENCES

Encourage the children to compose stories in which a wolf is one of the characters. Suggest that they try to have a surprise ending.

For music appreciation use "Peter and the Wolf," by Serge Prokofiev, Columbia Record Set CM-477, or Victor Record Set DM-566.

SUGGESTED STORIES AND POEMS

To be read by the children

"Hansel and Gretel," page 186, *After the Sun Sets*, Row, Peterson and Company, Evanston, Illinois, 1938.

"Granny's Blackie," page 268, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

To be read to the children

Story: "Little Red Riding-Hood," *The Tall Book of Nursery Tales*, Artists and Writers Guild, Inc., Harper and Brothers, New York, 1944.

SECTION V

Ranches, Cowboys, and Indians

ILLUSTRATION, PAGES 210-211

BUILDING BACKGROUND FOR THE SECTION

Have the children turn to the table of contents and find the title of this new group of stories. Read the title, *Ranches, Cowboys, and Indians*. "In what part of our country do you think these stories took place?" Guide the children to conclude that most of them took place in the southwestern part of our country where there is much open space and very few cities and towns.

"In the southwestern part of our country there are miles and miles of grass-covered plains on which cattle and sheep roam. There are also deserts on which almost nothing grows, and there are very high mountains. We will read stories about children who live on the desert and stories about children who live in the mountain country.

"Turn to pages 210 and 211. This is a picture of a big cattle ranch where Peggy Lane lives. The first story in this section is about Peggy and a boy named Billy who came to visit her. Peggy's mother is standing on the porch, and Peggy is running out to the station wagon to greet Billy, who is just arriving. Who do you think the men on the horses are? Yes, they are cowboys who work for Peggy's father. A ranch as big as this has hundreds and hundreds of head of cattle. Cows and steers are called *cattle*. A *ranch* is a kind of farm where they raise cattle to sell for beef."

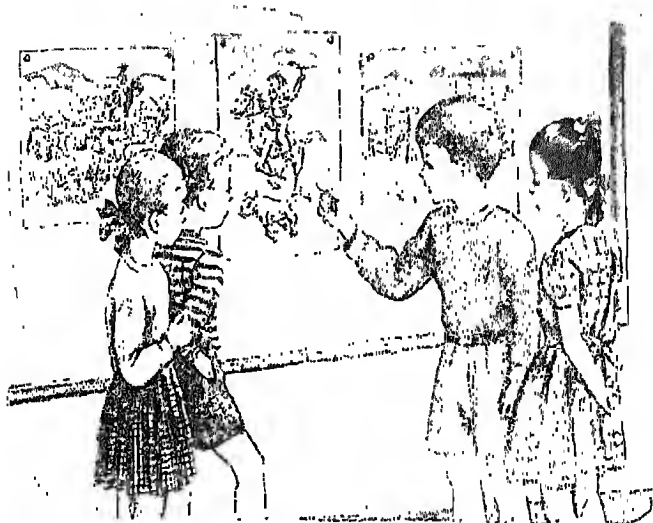
Ask the children why there are no cattle in the picture, and lead them to the conclusion that the cattle are far out on the plains eating grass (or grazing). Call their attention to the fenced-in yards, and tell them that these enclosures are *corrals*. Explain how these corrals are used during the *roundup*. At this time the cowboys bring the cattle into the corral and mark the young calves with the special *brand* of the ranch to which they belong.

Little Dogie

PAGES 212-213

BUILDING BACKGROUND

Post on the bulletin board pictures of cowboys riding the range, herds of cattle, and other phases of ranch life. Let the children discuss the pictures and tell what they know about ranches and cowboys.



DEVELOPMENTAL READING

Pages
212-213
dogie
Peggy
ranch
Sure Shot
tenderfoot
cattle

Word Development: "The name of our new story is *Little Dogie*. Cowboys call a little calf who has lost its mother, a *dogie*. We will read about a dogie or lost calf. One of the children in the story is *Peggy* who lived on a *cattle ranch*. *Peggy* had a horse named *Sure Shot*. The other child in the story is *Billy*. He was a *tenderfoot* because he was not used to life on the ranch. Do you suppose he will ever make a good *rancher*?"

Reading: (212) "Read and find out how *Billy* happened to come to the ranch." (213) "Look at the picture on page 213. *Billy* and *Peggy* seem to be going somewhere. Find out where they are going."

Discussion: "How did *Miss Miller* prove *Billy* was a *tenderfoot*?"

SECTION V: RANCHES, COWBOYS, AND INDIANS [123]

Word Development: "Do you remember *the corral* in the picture on page 213? That was where Peggy went to give Sure Shot a *lump of sugar*. Billy had heard western songs on the radio. You may have heard one of the songs, *Home on the Range*. In the next part of the story you will read about the dogie or *the lost calf*. We'll find out the exciting thing that happened when a wild animal called a *coyote* came along."

Pages
214-219
corral
lump
calf
range
* *brand*
coyote

Reading: (214) "Look at the picture. Billy is holding a lump of sugar for Sure Shot. Since he had never been close to a horse before, do you suppose he was afraid? Find out." (215) "Find out more about the ranch." (216) "What is a roundup? Why did the cowboys call Billy a tenderfoot?" (217) "This page tells about finding the dogie. Find out how it happened." (218) "What happened to Billy when he was alone with the calf?" (219) "How did Billy prove that he was no longer a tenderfoot?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Ask the children to answer from memory the questions below. Write the answers on the blackboard. Then have the children reread the story far enough to verify their answer to the first question. Revise the answer on the blackboard if necessary. Use the same procedure with the remaining questions.

- Why did Miss Miller call Billy a tenderfoot?
- Where did Peggy and Billy go to feed Sure Shot?
- How large did Peggy tell Billy the ranch was?
- What is a dogie?
- What is the range?
- When does the roundup come?
- What kind of animal caught the little dogie?
- How did Peggy's father carry the little calf?

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Using phonics to check contextual analysis

Write on the blackboard the sentences below. Have the children read each sentence silently and try to supply the new word in each

Use after
page 213.

one as a means of completing the thought. Ask different children to tell what they think the word would have to be to make sense. Then have them apply what they have learned about the sounds of letters and letter combinations as a check on their first conclusions.

Cowboys brand the calves so that anyone can tell to which ranch they belong.

Do you know how a frog is different from a toad?

Does the strong sun ever make you blink your eyes?

When Peggy takes a bath, she uses soap and water.

Billy tied the horse to the fence with a rope.

Reviewing *br, gr, pr, cr*

Use after page 219. Write *br, gr, pr, cr* on the blackboard as headings. Pronounce the words below and call upon a different child to write each word under the appropriate heading.

*branch, crash, green, broken, prize, bright,
crane, great, present, cross, grow, cream*

INTERPRETATION OF MEANING

Interpreting regional terms

Use after page 219. Discuss with the children the meaning of the underlined words in the sentences below.

Peggy lived on a big cattle ranch.

"You are just a tenderfoot, Billy," said Miss Miller.

The horse came to the corral fence.

The cattle were out on the range eating grass.

Peggy's father rode in the spring roundup.

Every cattle ranch has its own brand.

A coyote had caught a little dogie.

Father carried the calf off on horseback.

APPLICATION OF STUDY SKILLS

Recognizing regional characteristics

Use after page 219. Read from the story, "Little Dogie," sentences which are characteristic of western ranch life; and from "The Green Tent," sentences

SECTION V: RANCHES, COWBOYS, AND INDIANS [125]

which are characteristic of country life in the South. Ask the children to determine from which story each sentence is read. Substitute pronouns or common nouns for proper names in the sentences in order not to give away the story. Guide the children to select in each sentence the words which led them to decide from which story the sentence was taken. After you have read a few sentences, ask different children to select and read aloud a sentence which is typical of either western life or southern life. The rest of the class may decide in which story it belongs.

A few examples of suitable sentences are:

(213) "He is just a tenderfoot."

(158) "A great field of sugar cane stood beside the road."

(214) "When they reached the corral, the pony came to the gate."

(164) "He drove the mules up and down the rows."

* Have the children write the headings, *Southland* and *Western Ranches* and then write each sentence below under the correct heading. They may add to the lists by referring to their readers.

It is one of the largest cattle ranches in the state.

In front of the house was an orange tree.

The boy was a tenderfoot.

There were no cattle in the corral.

The peanuts were pulled off the plants.

A man was putting stalks of sugar cane into a mill.

APPRECIATION

Noting changing attitudes

"When we started to read the story, did you get the impression that Billy knew very much about horses or cowboys? What did Peggy do first to teach Billy not to be afraid of horses? How did Billy feel after he learned how to feed sugar to a horse? How did he come to know real cowboys? What happened at the end of the story to make you think that Billy finally felt like a real cowboy?"

Ask the children to supplement the discussion by relating personal experiences in which they have gone to strange places and become acquainted with new ways of doing things.

Use after
page 219.

Appreciating character traits

Use after page 219. Guide a discussion about the character traits of Billy and Peggy. Ask, "Was Peggy a friendly girl? Can you find and read the parts of the story which show this? Did Billy have courage? Can you find and read the parts which prove this?"

READ AND DO, pages 67-68.

RELATED EXPERIENCES

Let the children listen to recordings of two cowboy songs: "Home on the Range," Victor Record No. 1525, and "Get Along Little Dogie," Victor Record No. 24546.

They may write to some child who lives on a cattle ranch.

Show the children a copy of the painting, "Bringing Home the Newborn Calf," by Jean François Millet. (Copies may be secured from the F. A. Owen Publishing Company, Dansville, New York.)

SUGGESTED STORIES AND POEMS**To be read by the children**

"Open Range," page 73, and "Off to the Ranch," page 95, *Faces and Places*, Allyn and Bacon, Boston, 1940.

"Snow, the Baby Calf," page 31, *Making New Friends*, Ginn and Company, Boston, 1940.

"The Bend in the Road," page 31, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

To be read to the children

Stories: Cowboy Tommy, by Sanford Touseep, Doubleday, Doran and Company, Inc., New York, 1938.

"The Barn," by Lucy Sprague Mitchell, *Told Under the Blue Umbrella*, The Macmillan Company, New York, 1937.

Poem: "The Calf," by Clifford Webb, *Animals from Everywhere*, Frederick Warne and Company, Inc., New York, 1938.

Desert Storm

PAGES 220-226

BUILDING BACKGROUND

Guide a discussion concerning storms the children have seen. Supplement with experiences of your own in seeing rain storms, hail storms, snow storms, wind storms. Lead into a discussion of whirlwinds. Then tell the children that in their new story they will read about a dust storm on a desert. "A desert is a region which is very hot and dry. There isn't enough water to grow grass or crops. Only a few types of plants which require little water grow in a desert. The soil is fine, loose sand. When there is a strong wind, it blows the sand or dust across the country in great yellow clouds. This is called a dust storm."

DEVELOPMENTAL READING

Word Development: "In our new story we will read about a girl who was caught in a dust storm on a *desert*. Her name was *Nancy*. There was very little water where Nancy lived, but her father had an old windmill which did pump enough water for baths and to water the *vines*. Nancy and her brother, Bob, owned a little gray donkey or *burro*. They named the donkey *Burroboy*. In one of the pictures you will see Bob *fastening a packsaddle* on Burroboy. In another picture you will see Nancy putting a *wreath* of flowers around his neck." Pages
220-222
desert
Nancy
vines
packsaddle
burro
wreath

Reading: (220) "Look at the picture. Are many plants growing in the desert beyond the house? Are there any around the house? How do you think they happen to be there? Find out what Nancy and Bob are saying about them." (221) "Find out what Bob said that would make you think he liked Burroboy." (222) "What did the children do and see as they walked across the desert?"

Discussion: "What is a packsaddle?"

Word Development: "When the children were tired, they sometimes lay down on the ground to rest. Often they would see a *cottontail*, a little rabbit with a tail like a ball of cotton. Sometimes little whirlwinds of dust *whirled* by them. That is what happened in the next part of the story. *We'll* read about it." Pages
223-226
whirled
cottontail
we'll

Reading: (223) "What did Bob do when a little whirlwind came up?" (224) "What happened when the children stopped to rest?"

(225) "Now the exciting part begins. Read how the children were caught in a dust storm." (226) "Did they find Burroboy?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread the story for the purpose of finding specific parts which show that (1) water is very scarce on the desert; (2) the days are hot; (3) the nights are sometimes cold; (4) flowers grow on the desert; (5) a horned toad is different from an ordinary toad; (6) a dust storm comes up quickly.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Recognizing smaller words in larger words

Use after
page 222.

The following parts of known words appear in Sections III, IV, and V: *hive, close, stump, wander, sails, motors, pump, screw, touch, saddle, roast, gentle*. The known words in which these words appear are: *beehive, closed, Stumpy, sailing, wandering, motorboat, pumped, screwed, touched, packsaddle, roasted, gentlemen*.

Use the procedure suggested on page 66.

Recognizing compound words

Use after
page 223.

Important compound words on pages 212 to 261 are: *pigtails, round-up, horseback, bluebells, whirlwind, Southwest, flagpole, raindrops, redwing, blackbirds, deerskin, rainbow, thunderstorms, Burroboy, someone, anywhere*.

Write these words on the blackboard. Have the children read them by noting the two known parts in each word. Then give a definition or description of each word (except the last two), and in each case ask a child to find and read the word which you defined or described.

Suggested definitions or descriptions out of sequence are: a pole from which a flag is flown; flowers which are blue and shaped like bells; braids of hair; the bringing together of cattle for branding; on the back of a horse; a wind which causes dust to blow upwards in a spiral; drops of rain; a wing that is red; the name of a bird that is black; a storm accompanied by thunder; the southwestern part of the United States; the skin of a deer; an arch or bow of many colors seen in the sky when the sun shines through rain.

SECTION V: RANCHES, COWBOYS, AND INDIANS [129]

* The children may illustrate as many of these compound words as they can, writing the compound word beneath its picture.

Reviewing the variant *ly*

Have the children read each of the stem words below, then add *ly* Use after it, and read the word in its variant form. (*Patiently* appears on page 226. page 224, and *brightly*, on page 314.)

* For independent work the children may write a sentence containing each of these words in its *ly* form: *patient, bright, wild, strange, safe, loud, love, soft, near, quick, sweet, friend, hard.*

INTERPRETATION OF MEANING

Identifying a major thought unit and supporting details

Ask the children which was the most important event in the story. Use after Through discussion guide them to conclude that it was the desert page 226. dust storm. Have them then reread page 225 and find details about the storm. Write these details on the blackboard as they are found and summarized. The list might be somewhat as follows:

Description of a Desert Dust Storm

Suddenly there is a gentle wind.

Then a great yellow cloud of dust comes rolling over the desert.

The dust whirls up from the ground.

The dust is so thick that one can hardly see the road.

The dust is very fine.

It blows into one's eyes and makes them smart.

*Recognizing relationships between characters and their actions

Write on the blackboard the words and incomplete sentences Use after below. Have the children write the name of the appropriate page 226. character in each blank space.

... thought it was his turn to hove the both water.

... was a potent little animal.

... picked some bluebells and sand flowers.

... slipped the horned toad into his pocket.

... was looking out across the desert and sow a cottontail.

... came home with the wood.

... was at the window looking worried.

Mother Nancy Bob Burroboy

LEARNING TO READ

APPLICATION OF STUDY SKILLS

Locating additional information

Use after
page 224. Let the children find in books on the library table, or in the school and public libraries, pictures and additional information about burros, horned toads, and rabbits. Have them show the pictures and read or tell to the class any interesting information they have found. They may use the illustrations as guides in modeling the animals, as suggested under RELATED EXPERIENCES.

Drawing conclusions about the climate of a desert

Use after
page 226. Have the children find details in the story from which they may draw general conclusions in regard to temperature, water supply, vegetation, and storms of the desert. Their conclusions might be somewhat as follows:

The days are warm and the nights are cold.
Water is scarce.
Pretty flowers grow in the desert.
There are dust storms in the desert.
Sometimes it rains hard in the desert.

APPRECIATION

Discussing the mood of incidents

Use after
page 226. "While I read parts of this story, think whether each part makes you feel happy, sad, sleepy, excited, or frightened."

The children lay down on the ground in the shade of a tree that dropped golden blossoms all over them. The little burro, with his sleepy eyes shut, stood patiently beside them.

"Oh, look! Burroboy is gone!" shouted Bob. "And so is the wood."

"We must find him," cried Nancy. The two children ran here and there, calling, "Burroboy!" But there was no sign of the burro.

Suddenly all the desert plants began to wave in the wind. And then a great yellow cloud came rolling nearer the children.

"It's a giant whirlwind!" screamed Bob. "Run for home!"

SECTION V: RANCHES, COWBOYS, AND INDIANS [131]

RELATED EXPERIENCES

Encourage the children to make a miniature desert scene. They may fill a low, flat container with sand and arrange in the sand small cactus plants or bits of shrubbery. They may model from clay a burro, a rabbit, and a horned toad to place in their desert scene.

Ask the children to compare the part of the country in which they live with the desert as to climate, supply of water, vegetation, storms.

Show the children colored slides or motion pictures of desert flowers. Information for obtaining visual aids may be secured by writing to your State Department of Education.

SUGGESTED STORIES AND POEMS

To be read by the children

"The House on Wheels," page 56, *Wide Wings*, The Macmillan Company, New York, 1939.

"A Stubborn Little Prairie Dog," page 175, *More Streets and Roads*, Scott Foresman and Company, Chicago, 1941.

To be read to the children

Poem: "The Donkey," by Clifford Webb, *Animals from Everywhere*, Frederick Warne and Company, Inc., New York, 1938.

The Yucca Plant

PAGES 227-231

BUILDING BACKGROUND

Ask the children to name the different kinds of plants they have read about which are useful to people. Write the names of the plants on the blackboard. Then list the different products of each plant, as suggested by the children. For example:

<u>peanut plants</u>	<u>sugar cane</u>	<u>maple trees</u>
roasted peanuts	molasses	maple syrup
peanut butter	cane syrup	maple sugar
peanut hay	sugar	furniture

Tell the children that they are going to read about another useful plant, the yucca plant, which grows on the deserts in the southwestern part of our country.

DEVELOPMENTAL READING

Pages
227-228
yucca
fibers
moth
gathers
pollen

Word Development: "The yucca plant is not only useful; it also has beautiful flowers. There is a moth, called the yucca moth, which gathers pollen from the yucca flowers. Turn to the picture on page 227. Look at the beautiful flowers and long stems of the yucca plant. Where are the leaves? There is an important part of the plant which doesn't show in the picture — the fibers. The fibers are dry, thread-like strings which hang from the leaves."

Reading: (227) "Read to find out more about the leaves and the stem." (228) "Here we see a picture of yucca moths. Find out what they are doing."

Discussion: "Close your books and try to describe a yucca plant."

Pages
229-231
form
Mexicans
root
*soap
*rope

Word Development: "Next we will read what happens when the seed begins to form. We will also find out why the Indians, the Mexicans, and other people in the Southwest like the yucca plant. We will find how they use the root as well as the fibers of the plant."

Reading: (229) "Find out what happens after the seeds form." (230) "This page tells what is made from the roots of the plants. Read and find out." (231) "What is made of yucca fiber? Why do people who do not make use of the plant like it?"

Discussion: See INTERPRETATION OF MEANING AND APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread this selection for the purpose of choosing from each paragraph the sentence which gives the central idea or is the most important. Write each sentence on the blackboard. Have the children tell the reason for their choice. Discuss any sentences suggested which do not embody the central idea, and point out why they should not be chosen.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the two sounds of *oo*

Write on the blackboard the key words *took* and *root*. Have children discuss the difference in the sound of *oo* in the two words. Ask them to name other words in which *oo* sounds as it does in *took*. Repeat, having them name words in which *oo* sounds as in *root*. Use after page 231.

Conduct word-building activities as indicated below.

For *oo* as in *root*: *root* (*boot, toot, shoot*); *soon* (*moon, noon, spoon*); *pool* (*cool, spool*); *goose* (*loose*).

For *oo* as in *took*: *took* (*brook, cook, look, shook, crook, brook*); *good* (*wood, hood, stood*).

Developing the two sounds of *ow*

Write on the blackboard the key words *grow* and *now*. Proceed as indicated above for the development of the two sounds of *oo*. Use after page 231.

Words which may be used for word building are:

For *ow* as in *grow*: *grow* (*low, crow, slow*); *show* (*mow, row, sow*).

For *ow* as in *now*: *now* (*cow, bow, brow*); *brown* (*town, down, gown*).

* Write on the blackboard: *flowers, slow, eyebrows, know, yellow, plow, cow, crow, how*. Have the children write each word under *grow* or *now* according to the sound of *ow*. Ask them to search through other books and find more words to add to each list.

Discriminating between words similar in configuration

Write on the blackboard the arrangement of words below. Ask two children to see who can be the first to find a word you name. Choose Use after page 231.

a word from a different group each time. Repeat until all the children have had a turn. When a child indicates a wrong word, help him work out this word phonetically and then find the right word in the same way.

farm	fibers	mother	sound	plan	bath
form	feathers	moth	soup	plant	both
from	fingers	motor	soap	plow	bowl
dig	roof	brook	then	where	saw
dog	rope	board	when	there	was
big	root	bread	thin	those	say

INTERPRETATION OF MEANING

Interpreting phrases

Use after page 231. Write on the blackboard the sentences below. Discuss with the children the meaning of each underlined phrase.

The yucca plant can get along with very little water.

Dry fibers hang from the leaves.

The flowers hang down like little bells.

A moth gathers the pollen and rolls it into a ball.

Some of the seeds make new plants.

A Mexican woman and her children dig up the roots.

APPLICATION OF STUDY SKILLS

Selecting portions of content which convey one specific idea

Use after page 231. Have the children find the part which describes each of the following ideas: (1) the climate of the country where the yucca plant grows, (2) the appearance of the yucca plant, (3) how the yucca moth and the yucca plant help each other, (4) the uses of the plant.

Recalling detailed information

Use after page 231. Have the children answer from memory the questions below. They may check with their books in case of doubt or disagreement.

What hang from the leaves of the yucca plant? How tall does the stem grow? On what part of the plant do the flowers grow? What is the name of the moth that helps the yucca plant? What does the moth do with the pollen it gathers? Where does the

SECTION V: RANCHES, COWBOYS, AND INDIANS [135]

moth lay its eggs? What grows inside the egg? What does the young moth eat? What happens to the seeds that the young moth doesn't eat? What part of the yucca plant is used to make soap? What part of the yucca plant is used to make rope?

READ AND DO, pages 72-73.

RELATED EXPERIENCES

Let the children draw or paint pictures of a yucca plant for the science corner. They may label their pictures somewhat as follows:

This is a yucca plant.
It grows on the desert.
The roots are used to make soap.
The fibers are used to make rope.

Each child may prepare an illustrated booklet titled, "The Yucca Plant." On each page in the booklet the child may make an illustration and write an accompanying paragraph.

SUGGESTED STORIES AND POEMS

To be read by the children

"Ramona of Mexico," page 203, *Friends About Us*, Lyons and Carnahan, Chicago, 1940.

"Seeds," page 174, and "A Chinese Princess and Her Silk Dress," page 71, *Wide Wings*, The Macmillan Company, New York, 1939.

"Southern Snow," page 149, *Round About You*, Silver Burdett Company, New York, 1940.

To be read to the children

Poem: "Yucca," by Ann Nolan Clark, *In My Mother's House*, The Viking Press, New York, 1942.

Three Hundred Warm Coats

PAGES 232-239

BUILDING BACKGROUND

Post on the bulletin board pictures of sheep and of shepherd dogs guarding the sheep, or show the children such pictures in a geography or other reference book. Through discussion, lead the children to the conclusion that the dogs who guard the sheep must be well-trained and faithful. Call attention to the thick coats of wool on the sheep, and discuss briefly how wool is clipped from the sheep, cleaned, carded (brushed with a wire brush), spun into yarn, and woven into warm clothing and blankets.

DEVELOPMENTAL READING

Pages
232-234
"Fred
mountains
*sheep
canvas
herd
job
dried
few

Word Development: "Our new story takes place in the mountains of the Southwest. It is about a boy who helped his Uncle Bill take care of a herd of sheep. He helped with the chores, too. He washed and dried the dishes. Uncle Bill lived in a sheep wagon with a canvas top. He had two dogs, Taffy and Wags. Even the dogs had a job to do in taking care of the sheep. We will read what happened one day when the clouds grew darker and a few drops of rain fell."

Reading: (232) "Here is a picture of Fred and Uncle Bill in the mountains. Look at the canvas sheep wagon. Do you think it has a stove in it? Why? Find out what else was in the wagon." (233) "Find out what the dogs' job was." (234) "This page tells what happened when the clouds grew darker and a few drops of rain fell. What did happen?"

Discussion: "Why did Fred and Uncle Bill gather wood? Why did Uncle Bill think the dogs would have a hard time if the wind changed?" See also INTERPRETATION OF MEANING.

Pages
235-239
organ
Yankee
Doodle
cheerful
*wool
among
worry

Word Development: "Sometimes Fred amused himself playing the mouth organ. He had learned to play one tune which all of you know. It was Yankee Doodle. How do you suppose Uncle Bill lighted the sheep wagon when it was dark? He used a lantern. The light from the lantern made the wagon cheerful. But Fred began to worry about the dogs. He was glad when he heard his Uncle call Hello-o-o-o! He was still worried, though, about the dogs who were out among the sheep. He wasn't worried about the sheep because they had woolly coats."

SECTION V: RANCHES, COWBOYS, AND INDIANS [137]

Reading: (235) "Why was Fred worried about the dogs?" (236) "Did the rain stop during the morning?" (237) "What was the weather like at six o'clock?" (238) "What did Uncle Bill suggest doing when Fred inquired about the dogs?" (239) "Did Fred stop worrying about the dogs after the trip out in the storm?"

Discussion: "What did Uncle Bill mean by saying that the dogs had 'three hundred wool coats'?" See also INTERPRETATION OF MEANING.

REREADING

Have the children reread each page for the purpose of selecting the part which best answers a specific question. Ask one child to read orally the part which he selects. Then have the class decide whether that part is the best answer to the question.

Suggested questions are: (232) Where did the dogs stay at night? (233) How did the dogs help Uncle Bill? (234) What shows that Uncle Bill was worried about the sheep? (235) Why didn't Fred bring the dogs in out of the storm? (236) How did Wags show he was a loyal and obedient dog? (237) What makes you think that Fred was lonesome? (238) How did the dogs keep warm? (239) What finally made Fred stop worrying about the dogs?

ADDITIONAL READING ACTIVITIES

INTERPRETATION OF MEANING

Selecting a definition for a word

Write on the blackboard the following words and definitions:

Use after
page 234.

herd	not many
job	a number of animals together
few	a piece of work

Have the children select the right meaning for each word. Then ask them to verify their selection by finding each word in the text of the story and substituting the phrase for the word.

*Recognizing homonyms

Write on the blackboard the words and sentences below. Ask the children to select a pair of words which may be used to complete a pair of sentences. Then have them choose the right word for each sentence in the pair and write it in the blank space.

Use after
page 239.

threw through herd heard blew blue

Fred . . . the door open.

The wind roared . . . the trees.

Fred . . . the rain on the roof of the wagon.

The dogs guarded the . . . of sheep.

The wind . . . hard.

After the storm the sky was

Extending word meanings

Use after page 239. Write on the blackboard the sentences below. Ask the children to read the first pair of sentences and discuss the two meanings of *hard*. They may suggest other sentences using the two meanings of *hard*. Use the same procedure with the underlined words in each of the remaining pairs of sentences.

Fred thought it was hard on the dogs to stay out in the cold.

Fred ate a hard roll.

When the sheep were together, they were safe.

Uncle Bill kept his money in a safe.

Fred went inside, but in a second he came out again.

Fred played "Yankee Doodle" a second time.

Soon Uncle Bill was sound asleep.

Fred thought he heard a sound from the dogs.

Fred felt a few drops of rain, so he went inside.

Uncle Bill put on his old felt hat.

The two smart dogs knew how to keep warm.

The cold wind made Fred's eyes smart.

READ AND DO, pages 74-75.

RELATED EXPERIENCES

Encourage the children to prepare a wool chart. They may mount on this chart samples of sheep's wool, woolen yarn, and cloth.

Each child may write a short story telling what he likes to do in rainy weather.

SECTION V: RANCHES, COWBOYS, AND INDIANS [139]

The children may sing such songs as, "The Good Shepherd," page 88, *New Music Horizons, Book 3*, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"Lewis, the Sheep Boy," page 234, *We Grow Up*, The Macmillan Company, New York, 1939.

"The Coat on His Back," page 281, *The Laidlaw Basic Readers, Book Three*, Laidlaw Brothers, Inc., Chicago, 1940.

"Lambkin's Terrible Hat," page 114, *More Streets and Roads*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "The Greedy Shepherd," by Frances Browne, *Granny's Wonderful Chair*, The Macmillan Company, New York, 1934.

"Sheep Dogs," by Frances Kent, *Puppy Dog's Tales*, The Macmillan Company, New York, 1928.

Poems: "Silver Sleep," by Anne Blackwell Payne and "The Moon Sheep," by Christopher Morley, *Under the Tent of the Sky*, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

"The Sheep," by Ann Taylor, *My Poetry Book*, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

Little Bear and His Grandmother

PAGES 240-247

BUILDING BACKGROUND

On the day preceding the reading of this story post on the bulletin board pictures pertaining to Indian life. Invite the children to bring to school arrowheads and other articles made by Indians. When you introduce the story, guide a discussion about the pictures and articles, and explain what an Indian reservation is.

DEVELOPMENTAL READING

Pages
240-243
reservation
speak
English
college

Word Development: "In your new story you will read about an Indian boy called Little Bear. Little Bear lived on an *Indian reservation*. He was proud of his grandmother because she had learned to *speak English at college*." (See WORD RECOGNITION for development of *sp*.)

Reading: (240) "This picture gives you a good idea of what an Indian reservation is like. The houses in which the Indians live are usually small and far apart, and often the reservation is near mountains. You can see Little Bear and Grandmother Bear walking down the road. Read the first page and find out where they are going." (241) "How did Dr. Winters help Little Bear make some new friends?" (242) "Bruce and Ellen went for a ride with Little Bear. Find out how they happened to go." (243) "What impressed Bruce and Ellen most as they rode through the reservation?"

Discussion: "Why did Little Bear turn to run away when he saw the two children?" See also APPLICATION OF STUDY SKILLS.

Pages
244-247
arrow-
heads
finest
*ago
tribe
plum
jam

Word Development: "Little Bear belonged to a *tribe of Indians* who made very fine *arrowheads*. They thought their arrowheads were the *finest* in the world." Have the children notice that the *e* in *fine* is dropped when *est* is added. (See WORD RECOGNITION for development of this type of variant.) "You will find out whether the Indians on this reservation still ate *dried deer meat* as the early Indians did or whether they had food like ours, such as *plum jam*."

Reading: (244-245) "Here is a picture of Little Bear's home." Guide the discussion of details in the picture. "Find out what the children did when they arrived here." (246) "What did Little Bear show the children?" (247) "On this page you will find out what

SECTION V: RANCHES, COWBOYS, AND INDIANS [141]

Grandmother Bear gave the children to eat. You will also find out something thoughtful which Little Bear did. Read the page."

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread the story for the purpose of finding all the parts in which the white children learned something about Indians which surprised them. Ask them to read silently until they come to the first thing that surprised Bruce and Ellen. Have one child read this part orally, then have the class help you compose a summary statement of the fact to write on the blackboard. The statements may be somewhat as follows:

Grandmother Bear spoke English as well as white people.
People on reservations live far apart on ranches.
They live in real houses.
They eat the same kind of food as other people.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing *sm, sn, sw, st*

Write these blends on the blackboard as headings: *sm, sn, sw, st*. Use after page 242.
Read the words below, calling upon a different child in each case, to write under the appropriate heading the word that you pronounce.

*sweater, steam, smile, snapped, swing, snow, start,
stuffed, swarm, smell, swim, smart, sneeze, swallow*

* Have the children search through other books to see how many words they can find to list under each of these headings.

Developing *sp*

"One of the new words which we read on page 242 began with *sp*. Do you remember what it was?" Write *speak* on the blackboard as a key word. Add the words below and have the children underline *sp* in each one. Then have a child pronounce each word while the others listen for the sound of the blend *sp*. Use after page 242.

spoons, spilled, spinning, spot, spoke, speeches

Use the following words for word building: *weak* (*speak*); *tell* (*spell*); *not* (*spot*); *care* (*spare*); *mend* (*spend*); *bite* (*spite*); *pool* (*spool*); *race* (*space*); *sent* (*spent*); *can* (*span*).

Developing the variant *est*, dropping final *e*

Use after page 247. Write on the blackboard the arrangement of words below. Have the children note that when *est* is added to each of these stem words, the final *e* is dropped.

large	fine	nice
largest	finest	nicest

Suggested words to use for word building are: *close* (*closest*); *strange* (*strangest*); *blue* (*bluest*); *safe* (*safest*)

INTERPRETATION OF MEANING

Sensing implications relevant to the main theme of the story

Use after page 247. Ask the children to discuss these questions: Was this the first trip Bruce and Ellen ever made to a reservation? Why do you think so? Why were Bruce and Ellen surprised that Grandmother Bear could speak English? Why did Bruce and Ellen look as though they didn't believe Little Bear could really find his way home? Why did the Indians of long ago make arrowheads? Why did Bruce and Ellen think Little Bear would live in a tent made of skins? Why did they think they would have deer meat and dried berries for lunch?

Selecting appropriate definitions

Use after page 247. Read to the children the definitions below for *reservation*. Then have them find the word *reservation* on page 241 and decide which definition is appropriate for the word as used on this page. Repeat the procedure with the other words and definitions.

(241) *reservation*: that which is kept back or held; a tract of land set aside, as for an Indian tribe.

(242) *patient*: being calm or quiet under annoyance or distress; a person undergoing treatment for a disease or illness.

(247) *jam*: to press into a tight place; to bruise or crush; a product made by boiling fruit and sugar.

APPLICATION OF STUDY SKILLS

Locating additional information

Place on the library table books and magazines which contain information about Indians. Have the children search through these books and also through books at home and at the public library for additional information. During a separate period let each child give an oral summary of the information he has found, or read selected paragraphs orally, supplementing with pictures if he desires.

Use after
page 241.

*Checking retention of descriptive detail

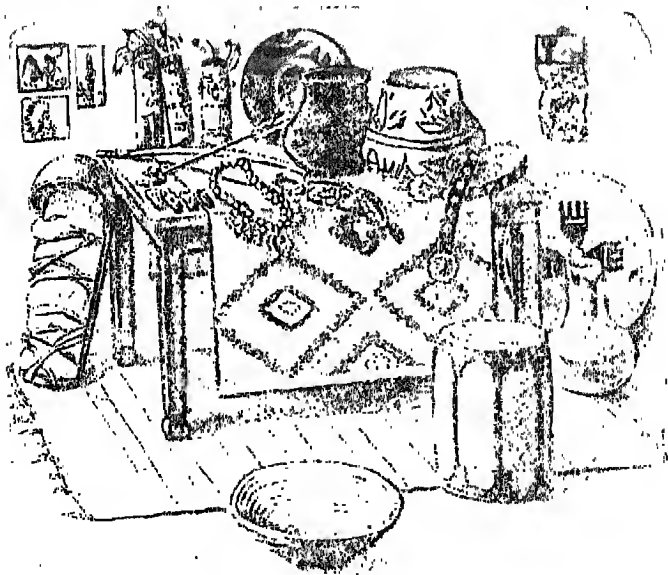
Have the children read silently the paragraph on page 244 which begins, "The white children were surprised." Then ask them to close their books and draw a picture of Little Bear's home. Later have the children evaluate each other's pictures.

Use after
page 244.

READ AND DO, pages 76-77.

RELATED EXPERIENCES

The children may prepare an exhibit of Indian pictures and objects made by Indians west of the Mississippi.



Ask the children to tell of experiences they have had in seeing Indians or pictures of Indians.

Conduct a music appreciation lesson. Use such records as "From the Land of the Sky-Blue Water," Victor Record No. 1115, and "Chant of the Eagle Dancers" and "Chant of the Snake Dancers," Victor Record No. 20043.

SUGGESTED STORIES AND POEMS

To be read by the children

"Indians," page 47, *Along the Way*, The John C. Winston Company, Philadelphia, 1940.

"An Indian Water Jar," page 189, *We Grow Up*, The Macmillan Company, New York, 1939.

"Crazy Rider," page 180, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

To be read to the children

Stories: "White Cloud's Visit to the Sun Prince," by Margaret Compton Harrison, *American Indian Fairy Tales*, Dodd, Mead and Company, New York, 1927.

Kee and Bah, Navajo Children, by Elizabeth Pack, American Book Company, New York, 1940.

Poem: "Corn-Grinding Song" (Laguna Indians), by Natalie Curtis, *Sung Under the Silver Umbrella*, The Macmillan Company, New York, 1938.

Iktomi and His Jokes

Iktomi and Muskrat

PAGES 248-254

BUILDING BACKGROUND

Show the children a picture of a muskrat. Tell them that a muskrat looks very much like a large rat, but that its hind feet are webbed like those of a duck, and it is more at home in water than on land.

"In your new story you will read about a muskrat. He's an unusual muskrat, as you will soon find out, and he makes a very good character in the story. This is a fanciful story, of course. It's an old tale about an Indian who liked to play jokes on people. Do you know what a joke is?"

DEVELOPMENTAL READING

Word Development: "Our new story is one that Grandmother Bear had *retold* many times." Have the children note that *re* added to the beginning of *told* makes the word *retold*. (See WORD RECOGNITION for development of the prefix *re*.) "This story is about an Indian called *Iktomi*. Iktomi liked to *play jokes* on people. In this story he played a joke on a *muskrat*. We will find out what the joke was." Pages
248-249
Iktomi
jokes
muskrat

Reading: (248) "Read the first page and find out how the children happened to be in the mountains, and how the idea of telling the story started." (249) "Several things happened before Grandmother began the story. Find out what they were."

Discussion: "In what ways were the children thoughtful?"

Word Development: "Iktomi was a *greedy fellow*. He thought the muskrat was a *stupid fellow*. In the story you will read about a bowl of soup which was *taken and eaten* by one of them. Who do you think ate the soup, the greedy fellow or the stupid fellow? In this part of the story we will find out about the joke that Iktomi *planned*." Pages
250-254
planned
greedy
stupid
eaten
taken

Reading: (250) "Who has the bowl of soup in the picture? Find out what the muskrat is saying to Iktomi." (251) "This page tells how the joke began. Read and find out." (252) "See if Iktomi dealt fairly with the muskrat." (253) "In what way was Iktomi disappointed when he returned to the place where he had left his soup?" (254) "Which one really was stupid?"

Discussion: See INTERPRETATION OF MEANING AND APPRECIATION

REREADING

The children may reread the story of "Iktomi and Muskrat" for the purpose of finding and rephrasing selected sentences. Read to the children the sentences below. In each case have them read until they come to the sentence in which the underlined phrase appears and then attempt to express the same idea in a different way.

The Indians believed in a little man called Iktomi.

The jokes did not always turn out as Iktomi had planned.

One day Muskrat came along and saw Iktomi eating soup.

Iktomi wanted Muskrat to run a race with him.

Iktomi wanted to make believe he was willing to give away the soup.

Muskrat had to fall in with Iktomi's plan.

Iktomi said to himself, "I can take my time."

Iktomi was out of breath from running fast.

Muskrat had played a trick on Iktomi.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing variants *er*, *est*, dropping *e*

Use after page 254. Have the children change each of the words below to *er* and *est* forms, dropping the final *e*. (Change *drive* to *er* form only.)

Drop e, add er

Drop e, add est

close

nice

large

fine

strange

late

drive

* For independent work they may write sentences containing each of the variant forms of the words.

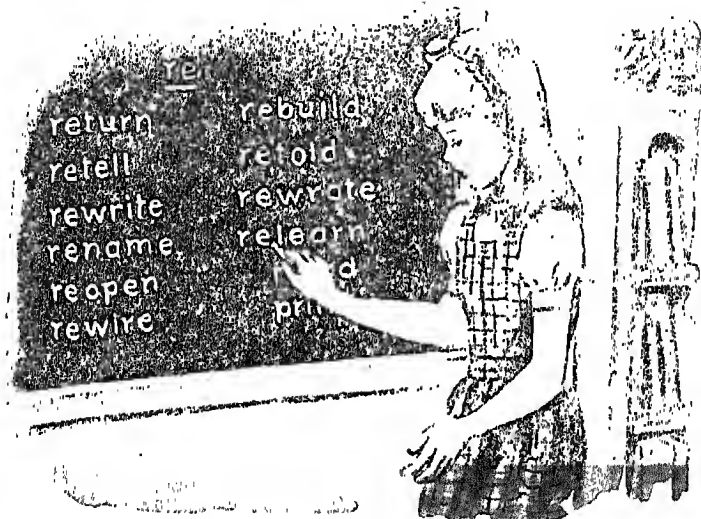
Developing the prefix *re*

Use after page 249. "The story tells us that the Little Bear had heard most of Grand-mother Bear's stories *retold* many times." Write *retold* on the black-

board. "What does *retold* mean? Yes, it means 'told again.' When *re* is at the beginning of a word it usually means 'again'."

Have the children write *re* at the beginning of each word below, read the new word and tell what it means. Finally, ask the children to suggest a sentence using each of the words in its changed form.

turn, tell, write, name, open, wire,
build, told, wrote, learn, read, print



INTERPRETATION OF MEANING

*Recognizing relationships between characters and their actions

Write on the blackboard the words and incomplete sentences below. Have the children select and write the name of the right character in each blank space. (*Ellen* is a "joker.")

Use after
page 249.

- Bruce Ellen Little Bear Grandmother Bear
- ... became friendly with Bruce and Ellen.
 - ... asked Grandmother Bear to tell a funny Indian story.
 - ... had heard most of Grandmother Bear's stories.
 - ... wanted to know if Indians ever told jokes.
 - ... took the lunch out of the basket.
 - ... always wanted to hear Grandmother's stories again.
 - ... said it was too hot to pick any more plums.

Extending word meanings

Use after page 251. Write on the blackboard the two sentences below. Have the children note the different meanings of *fair*. Ask them to suggest additional sentences using these two meanings of *fair*.

Iktomi said, "If I carry a stone, it will be a fair race."

Bruce and Ellen saw many animals at the fair.

APPRECIATION**Sensing the moral of a story**

Use after page 254. Guide the children in suggesting different endings for the story starting (page 250), "'Good morning, Iktomi,' said Muskrat, looking at the soup as if he were hungry."

Some child may suggest that Iktomi share his soup with Muskrat. Another may suggest that Iktomi run the race fairly, lose it, and he may conclude the story by having Muskrat share the soup with Iktomi. In this way the children will sense the moral of the story without having it pointed out to them.

READ AND DO, page 78.

RELATED EXPERIENCES

Encourage the children to dramatize this story in their own words.

Ask some child to tell the class the story of "The Tortoise and the Hare."

SUGGESTED STORIES AND POEMS**To be read by the children**

"Little Bow," page 61, *The Laidlaw Basic Readers, Book Two*, Laidlaw Brothers, Inc., Chicago, 1940.

"Singing Boy," page 141, *Friendly Village*, Row, Peterson Company, Evanston, Illinois, 1941.

"The Turtle's Race," page 269, *Streets and Roads*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "The Race Between Hare and Hedgehog," *Tales of Laughter*, compiled by Kate Douglas Wiggin and Nora Archibald Smith, Doubleday, Doran and Company, Inc., New York, 1934.

Little Dawn Boy

PAGES 255-263

BUILDING BACKGROUND

"Do you remember that we talked about Indian legends when we read, 'How the Chipmunk Got Its Stripes?' We learned that an Indian legend usually tries to explain something in nature. We are going to read another old tale, one which was told by the Navajo Indians. In this legend the Indians attempt to explain how some of the blessings of life, such as corn, growing plants, flowers, and rain were brought to man. You will be interested to find out the Indians' explanation of these blessings."

DEVELOPMENTAL READING

Word Development: "There is an Indian boy in this story called *Little Dawn Boy*. The tribe of Indians to which *Little Dawn Boy* belonged had a *Medicine Man* who was a healer of the sick and a magician. There was also a *Great-Chief-of-All-Magic*. *Little Dawn Boy* wanted very much to visit this Great Chief. Reaching his home was, however, a difficult task. One of the things *Little Dawn Boy* had to do was to *scatter pollen of dawn* on his trail. We'll find out whether or not he was successful in his journey."

Reading: (255) "Find out more about *Little Dawn Boy's* home." (256) "What were some of the obstacles that *Little Dawn Boy* would have to overcome to get to the house of the *Great-Chief-of-All-Magic*?" (257) "This page tells all of the things which the *Medicine Man* told *Little Dawn Boy* to do. What were they?"

Discussion: "Why did the *Medicine Man* teach *Little Dawn Boy* the magic songs? What is pollen?"

Word Development: "The tribe of Indians to which *Little Dawn Boy* belonged used *wampum* for money. *Wampum* was made by stringing together beads made from shells. You will read about *wampum* in the next part of the story. You will also read about *larkspur*, a blue flower which has golden pollen. As *Little Dawn Boy* walked along, he saw much *beauty* below him and above him. You will enjoy reading a description of the shining *mist* which floated out before him."

Reading: (258) "Now we'll find out how *Little Dawn Boy* got ready for his journey. Look especially on this page for an explanation of

Pages
255-257
dawn
medicine
chief
scatter

Pages
258-263
wampum
larkspur
beauty
mist

where the Medicine Man got the pollen of dawn." (259) "On this page is one of the magic songs. Find out what it was." (260) "Was Little Dawn Boy able to get to the house of the Great-Chief-of-All-Magic?" (261) "What were the blessings which Little Dawn Boy asked for his people?" (262) "Did the boy receive the blessings? What song did he sing?" (263) "What happened when he got home?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread the story for the purpose of selecting what they consider the most beautiful description on each page. A child should be asked to read his selection orally and encouraged to read with good tone quality, diction, and rhythm. The group may discuss each child's choice.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Using context clues to check phonetic analysis

Use after
page 257. Write on the blackboard the new words *mist*, *fed*, *send*, *Tad*. Ask the children to work out the pronunciation of each word, applying their knowledge of the sounds of letters.

After the children have tried to solve the words phonetically, write on the blackboard the sentences below. Have the children read the sentences and decide in each case whether the pronunciation which they worked out phonetically makes sense in context.

A soft mist rose from the meadow.

Grandmother Bear did not send the children away.

The children fed the birds.

The boy's name was Tad.

INTERPRETATION OF MEANING

Identifying words that describe

Use after
page 263. Ask the children to find the word or words which describe each of the words on the pages indicated below. Discuss with them how these descriptive words help them to see more vivid pictures.

(255) House, (256) cliff, (258) stones, (259) mist,

(261) corn, plants, rains, winds, (262) mountain, (263) robe

APPLICATION OF STUDY SKILLS

***Classifying items under specific headings**

Write on the blackboard the two headings and the list of items below. Ask the children to read them, select the items which should be listed under each heading, and write them where they belong. Use after page 263.

Presents Little Dawn Boy Took to Great-Chief-of-All-Magic	Presents Great-Chief-of-All- Magic Gave to Little Dawn Boy
--	---

golden pollen	corn	green plants
feathers	thunderstorms	sky-blue stones
grasshoppers	black clouds	spring rains
wampum	good things to eat	bears

Using the table of contents

Have the children read the first five section titles in the reader. Guide them in a discussion concerning the appropriateness of each one. Read the titles below, and have them find the page number on which each story can be found. Encourage them to look first for the section in which the story may be found, then for the title of the story. Use after page 263.

"Off to the Shore"; "Desert Storm"; "Freckle, the Runt Pig"; "Three Hundred Warm Coats"; "The Whoopie-Hide Adventure."

* Write on the blackboard the titles of the first five sections and also the story titles below. Ask the children to copy the section titles and then, by referring to the table of contents, to write beneath each section title a story title and the page number of the story.

"Brown Bear Camp"; "Little Dogie"; "Peanuts for the Circus"; "Rain in Summer"; "Boats, Big and Little."

APPRECIATION

Dramatizing the story

The children may prepare to dramatize this story for a make-believe radio program. Assign three children to read, respectively, the parts of Little Dawn Boy, the Medicine Man, and Great-Chief-of-All-Magic. A "narrator" may read the narrative parts of the story. The rest of the class may be Little Dawn Boy's people and read the magic song together at the end of the story. This activity offers an excellent opportunity for stressing such qualities of oral Use after page 263.

LEARNING TO READ

reading as good tone quality, diction, phrasing, as well as making appropriate emotional and rhythmic responses.



READ AND DO, pages 79-81.

RELATED EXPERIENCES

The children may create a verse and melody for a "magic" song.

They may paint a rainbow from their observation of a prism hung in the classroom window, which shows the sequence of colors.

The children may paint or draw pictures which show Red Rock House, the canyon, the purple mountain, and the tall white cliff.

SUGGESTED STORIES AND POEMS

To be read by the children

"Big Snapping Turtle," page 171, *We Grow Up*, The Macmillan Company, New York, 1939.

"Little Eagle's Home," page 179, *Friends About Us*, Lyons and Carnahan, Chicago, 1940.

To be read to the children

Stories: "The Wooden Indian" and "The Shaghorn Buffalo," by Carl Sandburg, *Rootabaga Stories*, Harcourt, Brace and Company, New York, 1922.

SECTION VI

Into the Golden Sunset

ILLUSTRATION: PAGES 264-265

BUILDING BACKGROUND FOR THE SECTION

Ask the children to turn to the table of contents and find the title of the next group of stories. Have them read the title, *Into the Golden Sunset*. "This title gives you a clue about the part of the country in which these new stories happened. In what direction does the sun set? Yes, in the west." With this help the children should deduce that the stories in this section took place in the western part of our country.

If the children live in one of the states bordering the west coast, invite them to discuss bird life and the different kinds of fruit grown in their state. If they do not live on the west coast, ask any child who has visited in that part of the country or who has relatives living there to tell what he knows about the climate, birds, fruits, and seaside sports.

"Now turn to the picture on pages 264 and 265. Can you tell what kind of trees are in this picture? Yes, they are orange trees. This is an orange grove in southern California. The boy is Pat, and the girl is his sister, Janet. You will read about them in the first story." Call the children's attention to the foothills and the snow-covered mountains in the background. "Do you see the mountains covered with snow? What time of year do you think it is? You will find out when you read the story. Are Janet and Pat dressed for cold weather? No, because in the valley where the oranges grow, it is warm all the year."

If the children do not live in southern California, explain that it does not snow in the lowlands where the oranges grow, and that the only snow ever seen by the children who live there is on top of the high mountains. If the children do live in California, Florida, or any southern state, tell them about the snow storms and winter sports in the northern parts of our country.

The Feathered Airplane

PAGES 266-272

BUILDING BACKGROUND

Post on the bulletin board colored pictures of different kinds of birds, including a mockingbird. Place books about birds on the library table. Guide a discussion about birds the children have seen. Ask each child to give a brief description of the most interesting bird he has ever seen and, if possible, to imitate its call or song. If any one has heard and seen a mockingbird, invite him to describe its appearance and its calls. If the children are not familiar with mockingbirds, explain that the mockingbird is so named because of its habit of mocking or imitating the calls of other birds.

DEVELOPMENTAL READING

Pages
266-268
*send
balm
nocking-
bird
(shee-eek)

Word Development: "Our new story is about a *mockingbird*. This bird made a sound like this — '*shee-eeek*.' Pat and Janet found it under a *palm tree*. We'll find out if they *were allowed* to keep it. When Janet said something to Pat about the bird, he asked, '*How's that?*'" Call the children's attention to the fact that *How's* is a short way of saying *How is*. (See WORD RECOGNITION for development of this type of contraction.)

Reading: (266) "Look at the picture of Pat and Janet. What does Janet have in her hand? Read and find out what the children are saying." (267) "Find out how they happened to find the little mockingbird." (268) "Now find out how the children cared for the bird."

Discussion: See INTERPRETATION OF MEANING.

Pages
269-272
*fed
shoulder
*cheer
pepper

Word Development: "We have read about orange trees and palm trees. Soon we will read about a *pepper tree*. We have also found out that the little mockingbird was too small to fly. At first he just flapped his wings. Later he flew to *Janet's shoulder*. Do you suppose he flew away and the children never saw him again? We'll find out at the end of the story."

Reading: (269) "Find out what the children fed the little bird." (270) "What calls did he begin to make?" (271) "This is the part of the story in which the mockingbird begins to fly like an airplane."

What did Janet and Pat do in an attempt to keep him for their pet?" (272) "On this last page you'll find out if they finally lost the little mockingbird."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread each page in order to select the part which answers a specific question. Ask one child to read orally the part he selects. Let the class decide whether or not the part selected really answers the question.

Suggested questions to ask are: (266) What did Janet want to do instead of picking oranges? (267) What did the children decide to do with the little bird? (268) How did Pat make the nest? (269) What did the children feed the little bird? (270) What did the bird do that showed he was really a mockingbird? (271) What did Pat do so that the little bird would come back? (272) Why was Janet glad she had gone with Pat to pick oranges?

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the contractions made by dropping *i* from *is*

Write on the blackboard: *The little bird will think he is in a tree.* Use after Ask the children for a shorter way to say *he is*. Replace *he is* with *he's*. page 268.

Have them match these phrases and contractions:

it's	that is	he's	how is
that's	it is	how's	he is

* Write on the blackboard the words and sentences below. Have the children substitute a contraction for each of the underlined phrases.

how's he's it's that's

Pat said, "It is a very good nest."

Janet said, "That is a mockingbird."

Pat said, "He is a nice pet."

Janet said, "How is the little bird going to eat?"

***Recognizing compound words**

Use after
page 268.

The important compound words which appear on pages 266-315 are: *sunroom, Eastman, mockingbird, playground, Bellman, outdoors, strawberry, hillside, sunlight, doorway, however, somewhat.*

Write on the blackboard the component parts of these words as indicated below. Have the children draw a line between each pair of words to make a compound word, then write the complete word and read it. Finally ask them to define or describe each compound word except the proper names, and *however* and *somewhat*.

sun	bird	straw	light
East	ground	hill	what
mocking	doors	sun	side
how	room	some	berry
play	man	door	man
out	ever	Bell	way

***Recognizing smaller words within words**

Use after
page 268.

On pages 266-315 are the following parts of known words: *Pat, board, cotton, straw, mocking, fasten, sun, flow, happen, frighten, tug, stuff.*

Write on the blackboard the words below. Have the children find and underline one or more words in each larger word, write the smaller word or words separately, and read them.

blackboard	strawberries	patted	frightened
sunshine	mockingbird	flowing	happened
cottontail	fastened	tugboat	stuffed

Using context clues to check phonetic analysis

Use after
page 272.

Write on the blackboard *Tad, plate, tunes, clap, trust*. Have the children pronounce the words by phonetic analysis, encouraging them to use all methods of attack with which they are familiar.

Then have them read the sentences below and check the pronunciation which they worked out for each word by whether or not the word makes sense when used in a sentence.

Fred could play tunes on his mouth organ.

Janet placed some bread on a plate and took it to the bird.

The bird learned to trust the children.

People sometimes clap their hands at a picture show.

INTERPRETATION OF MEANING

***Recognizing words of similar meaning**

Write on the blackboard the sentences and words below. Have the children read the first sentence, look at the underlined word *glad*, find the word which has nearly the same meaning as *glad*, and write the word above *glad*. Repeat with the remaining sentences. Use after page 268.

"Ruth will be glad to have the oranges," said Pat.

afraid happy thankful

The little bird sounded frightened.

cheerful afraid angry

They saw a tiny ball of feathers.

pretty bright little

"How big his mouth is!" cried Janet.

strang full large

Selecting the right definition for a word in context

Write on the blackboard the words and definitions below. Ask the children to read the first word and its two definitions. Then have them turn to page 267 and select the meaning for the word as it is used in the sentence on this page. Repeat with the remaining words and definitions. (Tell the children the words *tropical* and *visits*.) Use after page 272.

(267) palm: the inside part of the hand; a tropical tree

(267) ball: something round; a party where people dance

(268) set: to put or place; to go down, as the sun

(269) store: to put away; a place where goods are kept for sale

(270) calls: the cry of a bird or animal; short visits

(271) board: a flat piece of wood; to get on a boat or train

APPLICATION OF STUDY SKILLS

Summarizing ideas in a story

Guide a discussion in which the children summarize how Pat and Janet took care of the wild bird. Have them dictate one or two paragraphs to be written on the blackboard summarizing these ideas. Use after page 272.

APPRECIATION

Comparing story characters

after Ask the children to recall other stories in which a baby animal
: 272. is raised without the care of a mother. "Freckle, the Runt Pig," and
"What Uncle Leamy Brought Home" should be mentioned. Have
them discuss and compare the way in which the pet was obtained in
each case and what was done for its care. Ask them to tell which pet
they think would have been the most fun to raise. Have them discuss
personal experiences in taking care of a baby animal.

READ AND DO, pages 82-83.

RELATED EXPERIENCES

Show the children the following color-sound film depicting the
orange industry in California: "Citrus and Nutrition" by Sunkist
Company (800 feet). (Distributed free by Castle Films, 30 Rocke-
feller Plaza, New York, New York.)

The children may write letters to the Chambers of Commerce of
some of the larger cities in California for free illustrative folders
describing the agricultural products in their vicinities.

Invite a member of the Audubon Society to talk to the children
about birds near the school.

The children may draw or cut from magazines pictures of birds.
They may mount and label the best pictures and make a bird book
for the science corner.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Phoebe Birds," page 72, *Neighbors on the Hill*, Row, Peterson
and Company, Evanston, Illinois, 1943.

"Robins' Nest," page 150, *Faces and Places*, Allyn and Bacon,
Boston, 1940.

To be read to the children

Story: "Jenny Wren's Cousins," by Thornton W. Burgess, *The
Burgess Bird Book for Children*, Little, Brown and Company, Boston,
1926.

Too Much of a Good Thing

PAGES 273-279

BUILDING BACKGROUND

Guide a discussion in which the children tell about their experiences in seeing the results of heavy rains. Supplement by telling about your own experiences in seeing streams which have overflowed their banks, bridges which have been washed out, and roads which were under water. Discuss problems which farmers might have at the time of a flood, such as: caring for animals, and traveling to town for necessary supplies.

DEVELOPMENTAL READING

Word Development: "This story happened at *Christmas time*. At the beginning it will tell you about a *creek* in which no water *was flowing*. The boys in the story hoped that by tomorrow there would be water in the creek. We'll find out if there was." Pages 273-275
Christmas
**Tad*
creek
flowing

Reading: (273) "Read the first page and find out why the children in the picture look so happy about the rain." (274) "How long did it rain before water came in the creek?" (275) "Something very serious happened as the rain continued. Read what it was."

Discussion: "Why didn't water appear in the creek as soon as the rain started? Do you think Tad's suggestion for taking care of the chickens and goats was a good one? Why?"

Word Development: "It would seem rather *queer* to have goats and chickens on the porch." Have the children note the sound of *qu* in *queer*. (See WORD RECOGNITION for development of *qu*.) "In fact, the entire outlook for Christmas was not a happy one. Mr. Eastman, the boys' father, was away, and the storm continued. To make matters worse, something happened to the Christmas tree. The boys met these disappointments *bravely*. Tad said, 'We must *pretend* we are happy.' In spite of all this trouble, do you think the boys might have managed to have an *interesting Christmas*?" Pages 276-279
queer
bravely
pretend
interesting

Reading: (276) "Let's read this page and find out how the animals behaved on the porch." (277) "What did the boys plan to use for a Christmas tree?" (278) "How did the boys act on this unhappy Christmas morning?" (279) "What happened to make everybody happy?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread the story to check answers to certain questions. Ask a question and have a child answer it from memory. Then have another child find and read orally the part of the story which answers the question. Let the class decide whether the first child answered the question accurately and completely.

Suggested questions are: (273) Why were the boys glad when they heard rain on the roof? (274) Why did their mother think their father would be glad about the rain? (275) Why did the creek overflow? (276) What funny thing did the goats do? (277) Why didn't Mrs. Eastman expect Mr. Eastman home for Christmas? (278) How was this Christmas morning different from other Christmas mornings? (279) What did Mr. Eastman bring with him in the rowboat?

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the speech sounds *wh*, *sh*, *ch*, *th*

Use after Pronounce the words, asking the children to clap when you say
page 279. a word which begins with the sound of *wh* as in *what*. Repeat, asking
 them in succession to clap when you say a word which begins with
 the sound of *sh* as in *shall*; *ch* as in *cheese*, and *th* as in *then*.

whisper, ship, chase, shiny, wheel, shoe, cherry, those, should, child, whirl,
shut, chimney, that, chore, shirt, choose, whiskers, shoulder, than, show

* Write the words above on the blackboard. Have the children organize them under the headings *wh*, *sh*, *ch*, *th* and extend each list with as many additional words as they can find.

Developing *qu*

Use after "The new word which we read on page 276 began with *qu*. Do you
page 279. remember what it was?" Write *queer* on the blackboard. "Can you
 think of any other words which you have had that begin like *queer*?"
 Add *quiet, quick, queen, quilt*. Have the children underline *qu* in each
 of these words, and then listen for the sound of *qu* as the words are
 pronounced again.

SECTION VI: INTO THE GOLDEN SUNSET [161]

Use the following words for word building: *cheer (queer); built (quilt); green (queen); sail (quail); back (quack); take (quake)*.

Have the children read the sentences below for contextual application.

It seemed queer to see a goat in the house.

One day Tad saw a quail in the woods.

Mather made a nice quilt for Tammy's bed.

INTERPRETATION OF MEANING

***Extending word meanings**

Write on the blackboard the sentences below. Have the children find in the first sentence a word that would be appropriate to use with a different meaning in the second sentence. Discuss the two meanings of the word. Repeat with the other pairs of sentences. Use after page 279.

Along the west coast the rains fall in winter.

Teddy liked to . . . down the hill on his bicycle.

A red truck came rumbling down the street.

The ranchers and . . . farmers were glad to have rain.

I heard the rain drum on the roof.

The boy in the parade had a red . . .

The boys hopped out of bed and ran to the window.

A tiny stream flowed in the . . . of the creek.

The water began to flow over the land.

"An airplane couldn't . . . here now," said Teddy.

The best present of all was the Christmas tree.

When the teacher read the names, everyone was . . .

On Christmas morning the boys dressed slowly.

Mother . . . a hen for Christmas dinner.

APPLICATION OF STUDY SKILLS

Noting relationships between story incidents and specific dates

Place before the children a large calendar showing the month of December. Guide a discussion concerning the dates of certain story incidents as follows: Use after page 279.

"On what date does Christmas always fall? Find that date on the calendar. For how many days did it rain in the story we just read? (6) Did it rain on Christmas day? (No) Then how many days altogether did this story cover? (7) Count back seven days on the calendar, starting with Christmas. What date do you find? (19th) Yes, that's the date on which our story started. What are some of the things that happened on that date? Turn to page 274 in your books and read the next to the last paragraph to yourselves. What date do you think 'the next morning' was? (20th) Read the first sentence on page 275. What date was 'tomorrow'? (21st) Now turn to page 277 and find the third paragraph. Read the first sentence to yourselves. What did Mrs. Eastman say that showed it was the day before Christmas? What date would that be? (24th) Is there any date other than the twenty-fourth of December on which we might say, 'Tomorrow will be Christmas?' "

Comparing geographic inferences in two selections

Use after
page 279.

Have the children compare the rainfall in the Pacific area with that in the central United States. Use the stories, "Rain in Summer" (page 70) and "Too Much of a Good Thing." Suggested questions are:

What other story tells about a farmer who needed rain?

In what part of our country did the story, "Rain in Summer," take place? In what part did the story, "Too Much of a Good Thing," take place?

During what season of the year did it rain in the first story? In the story we just read?

In the first story how long had it been since it had rained? In the second story?

Was there any water in the stream in "Rain in Summer" before it began to rain? Was there water in the stream in the second story? How long did it rain before water began to run in the creek? In which story was the ground thirstier?

How long do you think the rain lasted in the first story? In the second story?

In which story did the stream overflow its banks? Why?

What crop was Father worried about in "Rain in Summer"? Why was Mother worried? Why did the ranchers and truck farmers want rain in "Too Much of a Good Thing"?

READ AND DO, page 84.

RELATED EXPERIENCES

Suggest that the children use rhythm band instruments to represent the following: a gentle shower; a hard shower; lightning; thunder; the sun shining; the birds singing.

Ask the children to find out the source of the water in their homes and the means by which it reaches their homes.

Let each child tell or write a short story about the best Christmas he ever had.

Each child may cut a Christmas tree from green paper and decorate it with ornaments cut from paper of various colors.

SUGGESTED STORIES AND POEMS

To be read by the children

"Paddy's Christmas," page 172, *Streets and Roads*, Scott, Foresman and Company, Chicago, 1941.

"A Christmas Present for Blackie," page 230, *Round About You*, Silver Burdett Company, New York, 1940.

"Welcome House," page 63, and "The Runaway Christmas Trees," page 77, *Enchanting Stories*, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Story: "The Christmas Surprise," by Marion Cannon, *The Fiery Mountain*, The Junior Literary Guild and E. P. Dutton and Company, Inc., New York, 1940.

Poem: *Christmas in the Woods*, by Frances Frost, Harper and Brothers, New York, 1942.

The Good-by Present

PAGES 280-287

BUILDING BACKGROUND

Invite the children to tell about their experiences at summer playgrounds. Ask each one to discuss especially the director and the various activities of the playground.

If the children do not live in a community in which summer playground activities are provided, describe such playgrounds and tell them especially about the director who has charge of the activities.

DEVELOPMENTAL READING

Pages
280-282
Maria
director
exhibit
gift
mantilla

Word Development: "We are going to read about a little Mexican girl named *Maria*, and Miss Bellman, the *director* of a summer playground where *Maria* played. During the summer the director had taught the children games, dances, and handicrafts. At the end of the summer she planned to have *an exhibit* and show the parents what the children had learned to do. We are going to read about a beautiful *mantilla* which is a silk or lace head covering worn by women in Spain and Mexico. A Spanish or Mexican girl often receives a mantilla as a *gift*."

Reading: (280) "Find out why *Maria* looks so sad in the picture." (281) "What was *Maria's* problem?" (282) "What did *Maria's* mother suggest?"

Discussion: "*Maria* and her mother disagreed as to whether the mantilla would be a suitable gift for Miss Bellman. With whom do you agree? Why? See if you feel the same way at the end of the story."

Pages
283-287
*plate
plenty
si

Word Development: "If you should ask a Spanish or Mexican girl if a mantilla would make a nice present, she might say, '*Si*.' *Si* is the Spanish word for *Yes*.' There are surprises, *plenty of them*, in the rest of the story. One of the surprises had to do with something that happened to some food on a *plate*." Have the children note the sound of *pl* in *plenty* and *plate*. (See WORD RECOGNITION for development of *pl*.)

Reading: (283) "Did *Maria* take the mantilla to Miss Bellman as her mother had suggested?" (284) "Read what happened at the exhibit." (285) "Look at the picture. Do you suppose *Maria* is feeding the goat? Find out." (286) "What did Miss Bellman do with the goat?" (287) "Did Miss Bellman accept the mantilla?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

The children may reread the story for the purpose of selecting the paragraphs best represented in each illustration (pages 280, 282, 283, 285, and 287). They may also find on pages 281, 284, and 286 parts which they think would make good illustrations.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing *cl, sl, fl, bl*

Have the children number their papers from 1 to 18. Then ask them to write the two letters which stand for the first sound in each word below as you pronounce the word. Later have the lists read and discussed, and give individual help where needed.

- (1) *clean*, (2) *flash*, (3) *cliff*, (4) *blow*, (5) *club*, (6) *slip*,
(7) *blink*, (8) *cloud*, (9) *sled*, (10) *black*, (11) *sleep*, (12) *flat*,
(13) *climb*, (14) *floor*, (15) *slow*, (16) *blue*, (17) *fly*, (18) *slide*.

Developing *pl*

"The two new words on pages 285 and 286 began with *pl*. Do you remember what they were?" Write on the blackboard *plate* and *plenty*. "Can you name other words which begin with the sound of *pl*?" Write the words as the children name them. Have different children underline *pl* in a word and read the word.

Use these words for word building: *ate* (*plate*); *hay* (*play*); *an* (*plan*); *rain* (*plain*); *face* (*place*); *lump* (*plump*); *how* (*plow*); *not* (*plot*).

Sentences for contextual application are:

The goat ate the paper plate.

The goat was a plump little animal.

Peggy lived on a great plain near the mountains.

Fusing context and phonics clues

Ask the children to read the sentences below and try to work out the new words for themselves, using their knowledge about the sounds of letters, and checking in each case whether the word makes

Use after
page 287.

Use after
page 287.

Use after
page 287.

sense in the sentence. Follow their silent study by having each sentence read orally and asking different children to tell how they found out what the new word was.

Peter found shells on the seashore when the tide went out.

Sometimes when people are sleeping, they snore.

The girl led the dog on a leash.

The boy washed his face and hands.

The boys found a large hole, or cave, in the side of the hill.

INTERPRETATION OF MEANING

Identifying a major thought unit and supporting details

Ask various children to state what they consider to be the major thought in the story. Guide them to the conclusion that the mother's judgment was better than Maria's in deciding what would make an appropriate gift for Miss Bellman. Then have the children find and read detailed parts of the story which support this conclusion.

*Detecting irrelevant phrases

Use after page 287. Write on the blackboard the sentences below. Ask the children to copy each one and cross out the phrase which does not belong.

For the last day at the playground, an exhibit, a party, a boat ride, and a surprise were planned.

Maria wanted to give Miss Bellman a mantilla, a goat, or a present from the ten-cent store.

Miss Bellman gave the children ice cream, cookies, and chicken.

The goat ate a plate, a mantilla, ice cream, and cookies.

APPLICATION OF STUDY SKILLS

Locating specific sentences

Use after page 287. Ask each question below, and see how quickly the children can find in their books the sentence which answers each one.

How was Maria going to take part in the exhibit?

Why didn't Maria buy a present for Miss Bellman?

Who brought the mantilla to this country?

Who was the last child to reach the playground?

What were the children not allowed to bring to the playground?

What did Miss Bellman give the children for a surprise?
 What happened to the plate that fell on the ground?
 What did the goat do when he got out of the car?
 What did Maria's mother have in her hands when she came out of the house?
 What did Miss Bellman have around her shoulders when she went back to the car?

READ AND DO, pages 85-86.

RELATED EXPERIENCES

Each child may write and illustrate a short story about the gift which he has most enjoyed giving to someone else.

Teach the children a few Spanish words and ask each one to make a booklet illustrating these words. Suggested words and their pronunciations are as follows: mother — *madre* (mä'drā); father — *padre* (pä'drā); little girl — *niña* (nēn'ya); little boy — *niño* (nēn'yō); goat — *cabra* (cä'brä); plate — *plato* (plä'tō); ice cream — *helado* (ä lä'dō); automobile — *automovil* (atō mō'völ).

Teach the children the Spanish singing game, "The Turkey Game," by Nancy Byrd Turner, page 41 (*New Music Horizons, Book III*, Silver Burdett Company, New York, 1944).

SUGGESTED STORIES AND POEMS

To be read by the children

"The Silver Bracelet," page 153, *Friendship Village*, Row, Peterson and Company, Evanston, Illinois, 1941.

"The Good-bye Party," page 52, and "A Pie for Billy Goat," page 113, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "Lupita and Pedro of New Mexico," by Anne Merriman Peck and Enid Johnson, *Young Americans from Many Lands*, The Junior Literary Guild and Albert Whitman and Company, New York, 1936.

"Going to School," by Nora Archibald Smith, *Bee of the Cactus Country*, Houghton Mifflin Company, Boston, 1932.

Seals That Do Tricks

PAGES 288-292

BUILDING BACKGROUND

Invite the children to discuss their experiences in seeing seals perform at a circus or vaudeville show.

Ask if they know where, how, and by whom the seals were trained. After they have discussed these questions, introduce the story as a means of giving them this information.

DEVELOPMENTAL READING

Pages
288-292
tunes
*trust
punishing
act
*snore
*clap

Word Development: "Our next story tells how a sea lion does *an act* in which *he plays tunes*. We will find out also whether or not *punishing a seal* makes him do good work.

Reading: (288) "Read this page to find out several tricks that seals can do." (289) "On this page you will find out where seals are trained and some important things seal trainers must know." (290) "How is a trained seal taken care of when it is traveling with a show?" (291) "Find out how a seal plays tunes." (292) "What are some amusing things that seals do?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

List on the blackboard as many facts about trained seals as the children can recall. Then have them reread the story for the purpose of checking the accuracy and completeness of the list.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the two sounds of *oo* and *ow*

Use after
page 292.

Write these two headings on the blackboard:

oo as in *cook*

oo as in *room*

Read the words below to the children, asking them to clap when you say a word that contains *oo* as in *cook*. As the children identify a word containing this sound, call upon a pupil to write the word

under the appropriate heading. Repeat for words containing the sound of *oo* as in *room*.

good, poor, too, wool, root, choose, noon, brook,
foot, pool, zoo, took, school, book, boot

Repeat for the two sounds of *ow*. Suggested words are:

show, how, now, flow, cow, blow, tower, know, howl, plow, own, owl

Reviewing the prefixes *a*, *be*, and *re*

Have the children add the prefix indicated to each of the words below; then write a sentence containing each of the new words. Use after page 292.

<u>Add a</u>	<u>Add be</u>	<u>Add re</u>
cross	side	told
head	comes	turn
way	low	move
board	came	read
shore	loved	write

INTERPRETATION OF MEANING

*Detecting irrelevant words

Write on the blackboard the groups of words below. Have the children select and underline the irrelevant word in each group. Use after page 289.

montilla	lion	salt	root	nose	glass
glove	coyote	pepper	land	whiskers	plate
quilt	duck	sugar	earth	hand	tank
shirt	wolf	juice	ground	shoulder	bowl
fish	ropes	lilac	corn	orange	beach
eels	bushes	wampum	wheat	plum	river
crabs	plants	larkspur	pollen	banana	stream
muskrats	vines	petunia	rye	jam	creek

APPLICATION OF STUDY SKILLS

Becoming acquainted with an encyclopedia

Show the children two or three volumes of an encyclopedia, one of which has the letter *S* on the shelf back. Ask the children to decide in which one you should look for information about seals. Find Use after page 290.

the topic, "Seals," show the pictures to the children, and read any information which will add to what they already know.

Classifying items under a specific heading

Use after page 292. Ask the children to write on their papers the headings below. Then have them select from the story items which belong under each heading and write the lists of items in their own words. The lists should be compared and discussed at the end of the period.

How Seals Are Trained Care of Seals Tricks Seals Can Learn
READ AND DO, page 87.

RELATED EXPERIENCES

Invite the children to tell their experiences in training an animal to do tricks.

Encourage them to create songs about a seal, as:

Big brown seal, fat and slow,
(sol mi do sol mi do)
How many tricks do you know?
(do re rc mi mi re do)

SUGGESTED STORIES AND POEMS

To be read by the children

"Baby Seal," page 214, *Friends Here and Away*, Bobbs-Merrill Company, New York, 1934.

"Oscar, the Trained Seal," page 36, *Faraway Ports*, The John C. Winston Company, Philadelphia, 1940.

"The Aquarium," page 33, *Friends About Us*, Lyons and Carnahan, Chicago, 1940.

To be read to the children

Story: "Paddles, The Story of a Sea Lion," by Edward B. Tracy, G. P. Putnam's Sons, New York, 1942.

Poems: "A Circus Garland," by Rachel Field, *Branches Green*, The Macmillan Company, New York, 1934.

"The Seals," by Dorothy Aldis, *Under the Tent of the Sky*, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

When the Tide Came In

PAGES 293-301

BUILDING BACKGROUND

Post on the bulletin board attractive pictures of sea animals and sea plants, including kelp (large, coarse seaweed); smaller varieties of seaweed; sea anemones. Invite the children to discuss the pictures and tell what they know about sea life. Find opportunities to use the words *tide*, *kelp*, *seaweed*, *caves*, *sea anemones*. If the children live inland, explain high tide and low tide. Tell them that at high tide the water may cover rocks, caves, and sand which at low tide are out of the water.

DEVELOPMENTAL READING

Word Development: "Our next story is about two children at the seaside. Their names are Abby Kate and Kippy. They had fun playing with kelp. Any large, coarse seaweed is called kelp. They made believe that a piece of this seaweed or kelp was a puppy. The long stem of the kelp was the *leash*."

Reading: (293) "How did Abby Kate and Kippy happen to be at the beach?" (294) "This page tells about the kelp puppies. What part of the seaweed was the head, and what part was the ears?" (295) "Find out about the race with the kelp puppies."

Discussion: "Did the race with the kelp puppies take place at high tide or at low tide? Why do you think so? What did Abby Kate mean when she said, 'The tide has left some kelp?'"

Word Development: "The children wanted to find some shells. While looking for shells, they found some *sea anemones*. We'll find out what sea anemones are when we read the story. There was a *point* of land which extended into the sea." Call attention to the fact that *oi* in *point* sounds like *oy* in *boy*. (See WORD RECOGNITION for development of *oi* and *oy*.) "Near the end of the point was a *cave*." Call attention to the fact that *c* in *cave* has a different sound from *c* in *cent*. (See WORD RECOGNITION for development of hard and soft *c* and *g*.) "Kippy wanted to play *pirates* and *explore the cave*. Both children wanted to be the pirate chief. No one wanted to be the *crew*. We'll find out what happened. They had a *glorious time*, but they had a narrow escape, too!"

Pages
293-295
*tide
Abby Kate
Kippy
kelp
seaweed
*leash

Pages
296-301
anemones
pirates
point
cave
explore
glorious
crew

Reading: (296) "This page tells you what treasures they found." (297) "Read this page and find out why they went out on the point." (298) "Look at the picture. Can you find the cave? Why do you think Kippy and Abby Kate have sticks? Read and find out." (299) "This is the part in which the excitement began. What happened?" (300) "How did Abby Kate help to make the best of the situation?" (301) "Did the children finally get back to land safely?"

Discussion: "Do you think the children should be punished?" See also INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children try to recall the main events of the story in the exact order in which they happened. List on the blackboard short sentences describing the events as the children give them. Have the story reread for the purpose of verifying and adding to the list. The list may be somewhat as follows:

Abby Kate and Kippy ran down to the beach.
 Abby Kate showed Kippy a kelp puppy.
 The children ran a race with the kelp puppies.
 They found a pretty shell and some sea anemones.
 They went out to the point to explore a cave.
 They played a pirate game.
 The tide came in and caught them on the rock.
 They ate cookies and sang songs while the tide went out.
 They started home.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing contractions

Use after page 295. "On page 295 we had another contraction. It was the word *where's* which stands for *where is*." Write the italicized word and phrase on the blackboard. Then read the phrases below to the children, asking them to write on their papers the two words which you read in each case, and the contraction which stands for the two words.

where is there is how is he is what is that is

Developing the vowel combinations *oi, oy*

Write on the blackboard *point, boiling, noise, boy, toy*. Pronounce the words and ask the children if they can hear the same sound in all of the words. Guide them in arriving at the conclusion that *oi* and *oy* have the same sound. Use after page 301.

Have the children find the smaller word *oil* in *boiling*. Use the word *oil* in building new words as follows: *oil* (*boil, soil, coil, toil*).

Suggested sentences to use for contextual application are:

Mr. Hall wanted the syrup to boil.

Sandy liked to work in the soil.

Hard work is called toil.

Developing hard and soft *c* and *g*

Explain that the letter *c* has two sounds, that when it sounds as it does in *cave* it is called hard *c*, and when it sounds as it does in *cent* it is called soft *c*. Write headings and key words as follows: Use after page 301.

hard c
cave

soft c
cent

Pronounce *cat, care, face, corn, juice, cook, cut, nice, coast, race*.

Ask the children to clap each time you say a word which has a hard *c*. Repeat, asking the children to clap for soft *c*.

Use the same procedure in developing the sounds of hard and soft *g*. Use *game* and *giant* as key words. Use the words below for auditory discrimination. Say: *giant, game, gentle, magic, gave, guard, goat, range, cage, log*.

INTERPRETATION OF MEANING**Sensing cause-and-effect relationships**

Ask the children to discuss the answers to these questions:

Use after
page 301.

Why were the children out of breath when they dropped down on the sand to rest?

Why were there pieces of kelp on the beach at the time the children arrived there?

Why did Abby Kate win the race with the kelp puppies?

Why did the children hop from rock to rock to reach the point?

Why didn't the children get hungry while on the rock?
 Why didn't they get wet? Or cold? Or lost?
 Did they grow tired waiting for the tide to go out? Why not?
 Why was it safe to go back when the sun was almost down?

APPLICATION OF STUDY SKILLS

Locating information pertaining to a specific problem

Use after page 296. Through discussion about what Abby Kate and Kippy found, stimulate the children's interest in this problem: What might we find at the seashore? Ask each child to find information in books on the library table, at home, and in the public library. Set aside a period for oral reports. A chart may be prepared as in the illustration.



*Classifying items under specific headings

Use after page 301. Write on the blackboard the headings, *a beach*, *a cattle ranch*, and *Indians*. At one side write the lists of words below. Ask the children to write each word under the appropriate heading.

arrowheads	seaweed	kelp	boat	wampum	herd
dogie	tribe	sand	corral	dock	waves
tide	anemones	brand	range	shells	tenderfoot

APPRECIATION

Appreciating vivid description

Read aloud the passages below. Ask children to rephrase them. Use after page 296.
Have the class compare their versions with those in the story.

Before them spread the still, blue water, shining in the morning sunlight. Far out the waves were splashing high against the big brown rocks.

Then he called, "Look at the flowers!" But they were not flowers. They were sea anemones, swaying in the quiet water. They were pink and blue and green and yellow.

READ AND DO, pages 88-91.

RELATED EXPERIENCES

The children may cut from magazines pictures of sea animals and sea plants, paste them on a large chart, and write an appropriate sentence beneath each picture.

They may start a collection of shells.

Help the children to compose a simple melody to accompany the pirate song in the story. Since, however, this song is from the operetta, "The Pirates of Penzance," by Gilbert and Sullivan, the children might like to learn the original melody.

SUGGESTED STORIES AND POEMS

To be read by the children

"Treasures on the Beach," page 17, *Lost and Found*, D. C. Heath and Company, Boston, 1942.

"The Ghost of a Pirate," page 230, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

"Echo," page 200, *Busy World*, Allyn and Bacon, Boston, 1940.

To be read to the children

Stories: "Three-Masted Schooner," by Clara Lambert, *Children of America*, compiled by Barbara Nolen, The Jolin C. Winston Company, Chicago, 1939.

"Children of the Lighthouse," by Nora Archibald Smith, *Childcraft, Volume III*, W. F. Quarrie and Company, Chicago, 1935.

Some Impatient Mule Drivers

PAGES 302-305

BUILDING BACKGROUND

Guide the children in a discussion of experiences they have had in which they were so impatient for something to happen that they did not take time to think through a situation carefully. Tell an experience of your own as an example of this idea. Take advantage of opportunities to use the word *impatient*.

If possible, show the children a sponge and a chili pepper. Have them lift the sponge and note that it is light. Ask them how they think the chili pepper would make their tongues feel if they should bite into it. Point out that chili peppers rubbed on the skin will cause it to smart.

DEVELOPMENTAL READING

Pages
302-305
impatient
sponges
chili
clever
bottom
happened
heavy

Word Development: "This story *happened* in the south where *chili peppers* grow. It is about some *impatient mule drivers* who had chili peppers and *sponges* for sale. They bought bags of salt which were *heavy*. When the mules swam across the river, their feet hardly *touched bottom*. The story will tell you what these mule drivers did which they thought was *very clever*."

Reading: (302) "Find out what the mule drivers with chili peppers did which they thought was clever." (303) "Then what did the mule drivers do to make their mules go fast?" (304) "What new idea did the mule drivers have?" (305) "Did this last idea work out to the advantage of the mule drivers?"

Discussion: "Were the mule drivers really clever? Why?" See also INTERPRETATION OF MEANING AND APPRECIATION.

REREADING

Have the children reread the story to find (1) the parts which tell about two things the mule drivers did which made them think they were very clever fellows, and (2) the part which shows that the mule drivers were not such clever fellows after all.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing variant word forms

Write on the blackboard the sixteen stem words below. Have each child rule a paper into sixteen squares. Each square should be large enough to accommodate at least four words. Instruct the children to write one word in each square. Then ask them to write in each square as many other words as can be made from the first word by adding *ing*, *ed*, *es*, *ly*, *y*, *e*, or *est*. An example is: *bail*, *boiled*, *boiling*, *boiler*. Remind them to drop the final *e* when adding *ing*, *er*, or *est* to a word which ends in *e*.

Use after
page 305.

*scatter, flow, dance, fish, bright, snore, roar, mock, high,
point, rock, nice, pretend, brand, journey, furnish*

INTERPRETATION OF MEANING

Selecting the right definition for a word in context

Read to the children the following definitions of the word *light*: of a delicate shade of coloring; to set fire to; having little weight. Have the children find the word *light* on page 302 and select the appropriate meaning for the word as it is used in the sentence. Use the same procedure with the additional words and definitions below.

Use after
page 305.

(302) *fair*: honest or just; pleasing to the eye; an exhibit or display of goods.

(303) *burn*: to scorch or destroy by fire; to smart or sting.

(304) *clever*: quick-witted; showing skill.

*Recognizing words of opposite meanings

Write on the blackboard the pairs of sentences below. Ask the children to read the first sentence, then underline in the second sentence a word which means the opposite of the underlined word in the first sentence. Repeat with the other pairs of sentences.

Use after
page 305.

The mules went fast because the sponges were light.

The bags of salt were heavy.

The mule drivers thought they were clever fellows.

It was stupid to let the salt get wet.

LEARNING TO READ

The impatient drivers wanted the mules to hurry.
A burro is a very patient little animal.

The mules were not fast enough to suit the drivers.
They rubbed chili pepper on the legs of the slow mules.

"We will get there first and sell everything quickly."
They did not want to be the last ones to get to the fair.

The river was so deep, the mules could not touch bottom.
The sponge floated on top of the water.

The drivers lost their salt, their money, and their mules.
The mules ran until they found a river.

APPRECIATION

Comparing folk tales of different peoples

se after
age 305.

Tell the children that this story is a folk tale which has been handed down from one generation to another by the people of Mexico. Guide a discussion in which they compare this Mexican tale with the Indian tale of "Iktomi and Muskrat," arriving at the conclusion that these folk tales of the two peoples are similar in many ways.

Some leading questions might be: "What did both Iktomi and the mule drivers think of themselves? Was it fair of Iktomi to throw the stone away? Why? Was it fair of the mule drivers to let people think the wet sponges were better than the dry ones? Why? In either case, did the characters benefit by trying to play a trick on someone?"

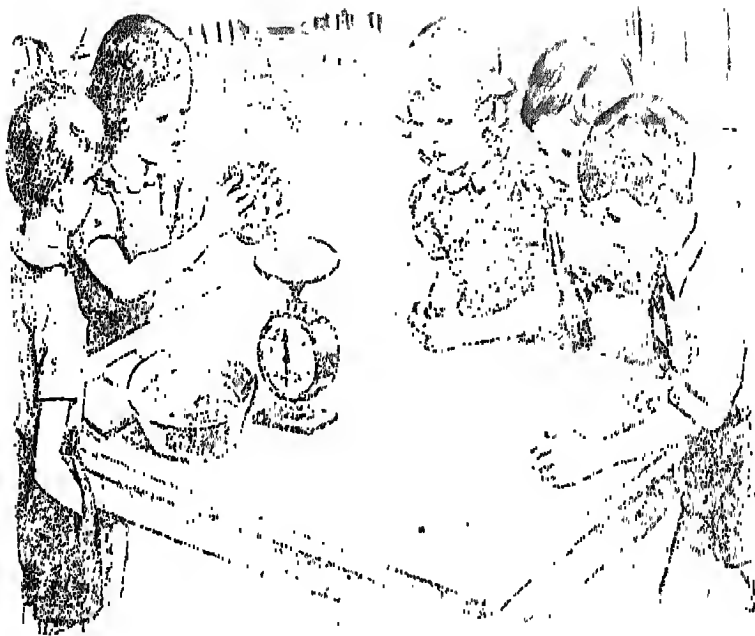
READ AND Do, page 92.

RELATED EXPERIENCES

Let the children weigh a large sponge on a pair of scales before and after it has been dipped in water.

Have the children fill a small cloth bag with salt, place it in water, and watch it dissolve. Repeat the experiment with a bag of sand.

Ask the children to write as many uses as they can think of for the following: (1) sponges, (2) salt, (3) chili peppers.



SUGGESTED STORIES

To be read by the children

"A Foolish Man and His Donkey," page 104, *The Laidlaw Basic Readers, Book Two*, Laidlaw Brothers, Inc., New York, 1940.

"Wise Mr. Owl," page 53, *The Story Road*, The John C. Winston Company, Philadelphia, 1940.

"Pakka and the Rogue," page 295, *Fun and Frolic*, D. C. Heath and Company, Boston, 1942.

To be read to the children

Story: "The Discontented Donkey," by Margaret Baker, *Tell Them Again Tales*, Dodd, Mead and Company, New York, 1934.

The Little Birch Twig

PAGES 306-315

BUILDING BACKGROUND

Suggest that the children recall situations in which they have done kind things for others and in which others have done something kind for them. Supplement with an experience of your own in which you have done someone a kindness and were glad that you had done it.

DEVELOPMENTAL READING

Pages
306-308
birch
neighbors
twig
son
porridge
bundle

Word Development: "Our new story is a Swedish fairy tale called 'The Little Birch Twig.' It is about a small branch or *twig* taken from a *birch tree*. In the story there are a poor woman and *her son*. They had *kind neighbors* who gave them food. The boy would go into the forest and get a *bundle of firewood*, and his mother would cook dinner for him. The time came, however, when they had almost nothing left to eat except some meal to cook for *porridge*. What was to become of them? We'll soon find out."

Reading: (306) "Find out what kind of food the neighbors gave the poor woman and her son." (307) "What did the woman do when she discovered that they had so little to eat?" (308) "What did the boy do when he reached the forest?"

Discussion: "Would you say that this little boy was doing everything that he could to help his mother? Can you think of anything more that he could do? Do you think the porridge made from the small amount of meal in the bag will be enough to satisfy this hungry boy when he gets home? What else do you think he might like?" See also INTERPRETATION OF MEANING.

Pages
309-315
**face*
**lines*
**pay*
fruit
share

Word Development: "As the boy walked along, he suddenly heard a soft voice. Then wonderful things began to happen. He saw *golden fruit* and leaves of silver. Do you suppose he kept these things? Or was he the kind of person who would *share his treasures* with others?"

Reading: (309) "Read to find out who appeared before the boy." (310) "What did the boy decide to do when the old woman asked for help?" (311) "Whom did the boy see in place of the old woman?" (312) "What did the boy think about the gift?" (313) "What did the

boy see when he opened his eyes?" (314) "What did the boy's mother decide to do with the fruit and leaves?" (315) "What was the last surprise of all?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of planning a dramatization. List on the blackboard the characters, properties, and costumes as they are suggested. Finally, guide the children in dividing the story into four scenes, and write on the blackboard the setting for each scene.

(306-307) Scene 1: The kitchen of a cottage near the forest

(308-310) Scene 2: A path in the forest

(311-312) Scene 3: A little cottage among the trees

(313-315) Scene 4: Same as scene 1

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing blends, speech sounds, hard and soft *g* and *c*

Write on the blackboard the following speech sounds and consonant blends: *th, ch, qu, sp, sn, sh, wh, st, sm, sw, thr, spr, str*. Read to the children words which begin with the different sounds. After you read each word, ask a child to select from the blackboard the blend or speech sound with which that word begins. Repeat with the other words. Suggested words to use are: *chore, think, shirt, wheel, quick, swim, snow, stove, smart, spin, spread, throw, straight*. Use after page 315.

Proceed similarly with the initial blends *dr, tr, gr, pr, cl, pl, br, fr, cr, sl, bl*. Suggested words to use are: *bridge, trick, drop, crab, freckle, great, proud, cloud, play, plow, slip, blaze*.

Review in the same way these final speech sounds: *th, sh, ch, nk, ng, ck*. Suggested words to use are: *song, teeth, catch, drink, pick, bush*.

Proceed similarly in reviewing hard and soft *g* and *c*. These words may be used: *giant, game, gentleman, go, get, coast, carry, cent, city, cabin, cup*.

Testing blends, speech sounds, hard and soft *g* and *c*

Use after Have the children write four headings on their papers:
page 315.

First two lettersFirst three lettersgc

Ask them to write under the first heading the two letters of the first sound in words which you will read to them. Read all of the words listed above for review which would come under this heading.

Ask them to write under the second heading the three letters of the first sound in each of these words as you pronounce them: *strange, spread, throw.*

Then pronounce the words with hard and soft *g*, having them write *hard g* or *soft g* under the appropriate heading according to the sound of the *g* in the word.

Proceed similarly in testing *hard c* and *soft c*.

Fusing context and phonics clues

Use after Use the same procedure with the sentences below as suggested for
page 308. the same topic on page 165-6.

When did you last wash your face?

Can you draw straight lines on paper?

How much did you pay for your new hat?

INTERPRETATION OF MEANING***Supplying words of multiple meanings**

Use after Write on the blackboard the sentences below. Have the children
page 309. find in the first sentence a word that could be used in the second sentence with a different meaning. Discuss the two meanings of the word. Use the same procedure with the other pairs of sentences.

The kind neighbors helped the poor old woman.

The children played a different . . . of game.

One of the neighbors raised corn.

The boy . . . himself from the ground.

The neighbors ground the corn into meal.

The boy sat down on the . . . to rest.

The kind neighbor sent a bag of meal to the woman.
The woman had nothing to cook for the evening

It was a hot day, and the sun beat down.
When the woman made porridge, she . . . it with a spoon.

Recognizing homonyms

Write on the blackboard the sentences and words below. Ask the children to read each pair of sentences and tell you which of the two words in parentheses belongs in each sentence. Have the children take turns writing the correct word in the sentences. Use after page 315.

The old woman was happy to . . . her son again.
The old boat sailed far out to . . . (see, sea)

The woman did not . . . where the boy had gone.
There was . . . wood to use for a fire. (know, no)

The old woman and her . . . had very little to eat.
The . . . beat down on the little boy. (sun, son)

The boy left the bundle of . . . in the forest.
He thought he . . . not be able to carry it home. (would, wood)

The little boy . . . his way through the woods.
The lovely lady had on a . . . dress. (now, knew)

APPLICATION OF STUDY SKILLS

*Organizing story incidents in sequence

Write on the blackboard statements of incidents as indicated below. Have the children rewrite them, organizing the incidents in the order in which they took place in the story. Use after page 309.

The boy went into the green, green woods.
The mother told the boy to go into the forest to gather sticks.
He tied the string around his pile of firewood.
The mother gave the boy a bag with bread and string in it.
The boy set to work piling up dry branches and twigs.
Suddenly an old woman appeared before him.
He began to talk to himself.
He balanced the bundle on his shoulders and started home.

Using the table of contents

Use after page 315. Ask the children to recall the five sections of the country in which the stories in *FROM SEA TO SEA* took place. Explain that *Section I* includes miscellaneous stories which have no particular locale. Write on the blackboard the parts of the country represented by the other five sections, as the children suggest them. Have the children refer to the table of contents to confirm the list.

Ask them to select stories which they would like to reread. Have them locate each story by the page number.

APPRECIATION**Dramatizing the story**

Use after page 315. The children may dramatize the story in accordance with plans made while rereading it. Help them to make the characterizations vivid by discussing the illustrations and descriptive passages.

READ AND DO, pages 93-96.

RELATED EXPERIENCES

Let the children tell other fairy stories which they have read or which someone has told to them.

They may sing such songs as "Fairy Folk," by Awkwright Zundy, *New Music Horizons, Book 3*, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS**To be read by the children**

"The Real Princess," page 176, *The Laidlaw Basic Readers, Book III*, Laidlaw Brothers, Inc., Chicago, 1940.

"The Elves and the Shoemaker," page 105, *We Grow Up*, The Macmillan Company, New York, 1939.

"Cinderella," page 69, *After the Sun Sets*, Row, Peterson and Company, Evanston, Illinois, 1938.

To be read to the children

Stories: "The Little Birchen Twig" and "The Magic Rice Kettle," by Katharine Pyle, *Wonder Tales Retold*, Little, Brown and Company, Boston, 1932.

Evaluation Chart

This chart provides a basis for evaluating growth in learning to read during the third-grade program. It indicates the specific ways in which the child shows that he is learning to recognize words, interpret meanings, apply study skills, and that he is growing in appreciation.¹

WORD RECOGNITION

Phonics

Reviews the consonant blends *dr, tr, fr, fl, bl, cl, sl, st, sw, sn, sm*; learns the new consonant blends *cr, gr, pr, br, pl, sp, spr, str, thr*.

Reviews the speech sounds *ch, sh, wh, th*; learns the new speech sounds *nk, ck, ng, qu*.

Learns the sounds of hard and soft *c* and *g*.

Reviews the long and short sounds of vowels.

Reviews the sounds of *ai, ay, oa, ea*.

Learns the sounds of *oi, oy*.

Learns two sounds of *ow*, as in *cow, show*.

Learns two sounds of *oo*, as in *look, noon*.

Engages in word-building activities in which the above elements are blended with other letters or letter combinations to make new words.

Applies the results of word-building activities in attacking new words in context.

Uses context to check application of phonics.

Uses phonics to check contextual analysis.

Learns to detect silent letters: silent *e* at the end of a one-syllable word; a silent vowel in a word in which two vowels come together; a silent letter in double consonants.

Becomes aware of these principles pertaining to phonics:

(1) When a word contains two vowels, one of which is final *e*, the first vowel is usually long and the final *e* is silent.

(2) When two vowels occur together in a word, the first vowel is usually long, and the second is usually silent.

Word structure

Recognizes a smaller word within a word.

Recognizes two words within a compound word.

¹ Skills introduced during the first and second grades are continued.

Builds and recognizes new compound words made by combining two known words.

Learns to recognize hyphenated words.

Reviews variant forms of known words made by adding *d*, *ed*, *ing*, *s*, and *es*.

Learns to recognize variant forms made by adding *y*, *ly*, *er*, *est*.

Learns to recognize variant forms made by prefixing *a*, *re*, *be*.

Learns to recognize the new contractions: *he's*, *how's*, *where's*, *there's*.

Becomes aware of this principle pertaining to variant forms:

(1) A silent *e* at the end of a word is usually dropped before adding *ing*, *ed*, *er*, or *est*.

INTERPRETATION OF MEANING

Interpretation of content

Interprets the meaning of phrases and sentences as used in a given context.

Identifies major thought units and supporting details.

Senses implications relevant to the main theme of a story.

Senses cause-and-effect relationships.

Identifies relationships between characters and their actions.

Interprets descriptions.

Interprets regional settings through illustrations and story content.

Acquires understanding of certain regional phenomena, as a *dust storm*.

Acquires understanding of terms used in regional stories, as *tenderfoot*.

Extends comprehension and interpretation of all selections through questions and discussion.

Interpretation of word meanings

Interprets the meaning of specific words as used in a given context.

Enriches and extends word meanings.

Interprets words of multiple meanings.

Recognizes words of similar meaning.

Recognizes words of opposite meaning.

Recognizes homonyms.

Detects irrelevant words in a given classification.

Recognizes word relationships.

Recognizes words as belonging to a given classification.
Selects an appropriate definition for a word in context.
Identifies and interprets words that describe.
Interprets hyphenated words.

APPLICATION OF STUDY SKILLS

Selection and evaluation

Selects portions of context which convey a specific idea.
Compares stories in regard to (1) activities of characters and
(2) geographical characteristics, such as seasons and rainfall.
Finds specific details in an illustration.
Finds and selects pertinent passages of information to present to
the class or to help in solving a specific problem.

Organization

Organizes story events or incidents in sequence.
Classifies ideas or items under a specific heading.
Finds and organizes specific information to answer questions.
Classifies terms in stories according to regions.

Summarizing and drawing conclusions

Formulates a series of summarizing sentences based on details
given in a selection.
Formulates two or three summarizing paragraphs to give the gist
of a selection.
Summarizes a story by choosing an appropriate title.
Summarizes steps in a process described in a selection.
Draws a series of conclusions from details or ideas in a selection.
Draws conclusions about one general topic, such as "Climate of
the Desert."

Locating information

Uses tables of contents independently.
Finds related stories in supplementary readers.
Searches in home, school, and public libraries for additional
information about a specific topic.
Finds informative details in pictures.
Locates specific sentences in response to questions.
Becomes acquainted with the encyclopedia.

Retention

Recalls facts, details, and conversations in the Third Reader for many different purposes.

Recalls information read from other sources for the purpose of giving oral reports to the class.

Checks retention of facts and details by drawing a picture to represent a story scene; rereading to verify a statement or an answer.

Following directions

Follows directions of increasing difficulty in carrying out skill activities suggested in the Guide and in the READ AND DO book.

Follows directions for drawing a picture or a map based on story content.

APPRECIATION**Increasing appreciation**

Identifies himself with story characters by telling personal experiences similar to those of the story characters.

Notes changing attitudes of characters as successive incidents in a story unfold.

Identifies and discusses traits of story characters.

Identifies and discusses emotions of story characters.

Compares actions and reactions of characters in different stories.

Identifies the mood of passages in terms of whether they make him feel happy, sad, drowsy, excited.

Notes and discusses humorous incidents.

Identifies descriptive words and becomes aware of their function in making vivid word pictures.

Visualizes descriptive phrases and passages as word pictures.

Recognizes that local color is heightened by the use of regional terms.

Becomes increasingly sensitive to the use of the right word to express a precise meaning.

Derives increasing enjoyment from a pleasing flow of language and rhythmic cadence.

Makes a beginning acquaintance with fables, legends, and fairy tales, as types of literature.

Reads and compares different versions of old tales.

Enjoys well-written stories and poetry, read, told, or recited by the teacher.

Engages in picture representation, dramatization, pantomime, choral speaking, construction work as enriching experiences related to the content of the Third Reader.

Extending interests

Develops diversified interests through reading different types of selections in the Third Reader: realistic narratives, fanciful stories, informative articles.

Reads independently from supplementary readers and other books.

Uses classroom, school, and public libraries as a means of satisfying expanding interests.

Becomes aware of the value of reference books in satisfying curiosity about factual topics.

Index

Application of study skills: following directions, 27, 30, 74; organization, 54, 116, 151, 170, 174, 183; retention, 82, 134-35, 143; selection and evaluation, 51, 107, 124-25, 134, 162-63, 166-67; summarizing and drawing conclusions, 47, 66, 94, 107-8, 116, 120, 130, 157, 161-62; using reference material, 58, 82, 94, 99, 108, 130, 143, 169-70, 174; using table of contents, 58, 61, 151, 184.

Appreciation: appreciating character traits, 67, 126; appreciating description, 61, 120, 175; appreciating local color, 104; comparing stories and poems, 36, 158; discussing types of literature, 58, 87-88, 116-17, 120, 178; dramatizing the story, 62, 86, 112, 151-52, 184; noting attitudes and emotions, 30, 75, 125; noting mood of incidents, 100, 130; sensing the moral of a story, 148; visualizing word pictures, 86. *See also* Related experiences.

Asterisk, use of: *see Notes*, 21, 32.

Authors, reference to: 6, 87, 116.

Bibliography: poems for teachers to read, 12, 23, 27, 31, 41, 48, 52, 55, 62, 67, 79, 83, 86, 95, 100, 105, 112, 117, 126, 131, 135, 139, 144, 163, 170; stories for children to read, 23, 27, 31, 36, 41, 44, 48, 52, 55, 59, 62, 67, 71, 75, 79, 83, 88, 94-95, 100, 105, 108, 112, 117, 120, 126, 131, 135, 139, 144, 148, 152, 158, 163, 167, 170, 175, 179, 184; stories for teachers to read, 23, 27, 31, 36, 41, 44, 48, 52, 55, 59, 62, 67, 71, 75, 83, 86, 88, 95, 105, 108, 112, 117, 120, 126, 139, 144, 148, 152, 158, 163, 167, 170, 175, 179, 184.

Building background: bulletin board illustrations, 32, 37, 49, 96, 122, 136, 140, 154, 171; discussion, 7, 19, 24, 28, 32, 37, 38, 42, 45, 49, 53, 56, 60, 63, 64, 68, 72, 76, 80, 84, 87, 89, 90, 96, 101, 106, 109, 113, 118, 121, 122, 127, 132, 136, 140,

145, 149, 153, 154, 159, 164, 168, 171, 176, 180; illustrative material, 14, 28, 32, 49, 53, 56, 72, 76, 96, 101, 113, 140, 145, 154, 176; introductory picture, 7, 37, 63, 89, 121, 153; lists, 7-8, 28, 31, 80, 89, 132; using table of contents, 6, 37, 63, 89, 121, 153.

Charts: evaluation, 185-89; experience, 14, 174.

Developmental reading: motivating questions (explanation of, *Note*, 20), 8-10, 13, 15, 19, 20, 24-25, 28, 32, 38, 39, 42, 45, 49-50, 53, 56, 60, 64, 68, 72, 76, 80, 84, 87, 90, 91, 97, 101, 102, 106, 109, 110, 113, 118, 122, 123, 127-28, 132, 136-37, 140-41, 145, 149-50, 154-55, 159, 164, 168, 171, 172, 176, 180-81; picture interpretation, 7, 9, 12-13, 19, 20, 24, 28, 42, 49-50, 60, 68, 72, 80, 97, 101, 102, 106, 109, 113, 122, 123, 127, 132, 136, 140, 145, 154, 159, 164, 172; word introduction (explanation of, *Note*, 19), 7-8, 12-13, 14, 19, 20, 24, 25, 28, 32, 38, 42, 45, 49, 53, 56, 60, 64, 68, 72, 76, 80, 84, 87, 90-91, 96-97, 101, 102, 106, 109, 113, 118, 122, 123, 127, 132, 136, 140, 145, 149, 154, 159, 164, 168, 171, 176, 180.

Dramatization: 18, 36, 94, 99, 112, 148, 151, 184. *See also* Appreciation, Related experiences.

Evaluation chart: application of study skills, 187-88; appreciation, 188-89; interpretation of meaning, 186-87; word recognition, 185-86.

Games, recognition: clap, 16, 17, 34, 40, 46, 47, 57, 69, 70, 98, 114, 160, 173; compound words, 29, 69; visual discrimination, 35, 133-34.

Games, recreational: "Whoopee-Hide," 104.

Independent work (explanation of, *Note*, 21): cause-and-effect relationships, 111; completing sentences and words with variants, 47, 50, 58, 81, 87, 103, 129, 146; compound words, 26, 29-30, 92, 156; contractions, 155; context clues, 35, 46-47, 70, 71, 129, 147; context clues with variants, 70, 115, 154; detecting irrelevant words and phrases, 166, 169; following directions, 27, 30, 74-75; illustrating words and phrases, 61, 69, 129, 143; organization, 54, 125, 133, 141, 151, 160, 174, 183; smaller words within words, 156; using the table of contents, 151; word meanings, 79, 119, 137-38, 157, 161, 177-78, 182-83; vowels, 17, 21-22. *See also* Read and Do.

Interpretation of meaning: cause-and-effect relationships, 40, 111, 173-74; defining words, 103-4, 137, 142, 155, 157, 177; detecting irrelevant words, 166, 169; dramatization, 94, 99; drawing inferences, 14, 85-86, 142; extending story interpretation, 111, 121, 182-83; extending word meanings, 40, 51, 78-79, 93, 115, 119, 138, 148, 157, 161, 177-78, 182-83; identifying a major thought, 129, 166; identifying pictures, 82; interpreting description, 99, 150; interpreting words and phrases, 22, 26, 35, 43, 119, 124, 134; recognizing homonyms, 137-38, 183; relating characters and their actions, 71, 129, 147.

Language activities: composing stories and poems, 44, 54, 120, 138, 152, 163, 167, 170, 175; making booklets, 82, 135; retelling stories, 59, 86, 148, 184; telling experiences, 30, 71, 79, 104, 125, 144, 158, 170; summarizing, 82, 99, 108, 130, 143, 157, 174; writing letters, 31, 100, 104, 112, 126, 158.

Music and rhythms: *see* Related experiences.

New words, introduction of (explanation of, *Notes*, 19, 32): *see* Developmental reading.

Phonics (auditory and visual discrimination, word building, contextual application): final speech sounds, 73-74, 103, 181; hard and soft *g* and *c*, 173, 181; initial consonant blends, 30, 40, 46, 47, 65, 66, 70, 77, 98-99, 107, 124, 141-42, 165, 181; initial speech sounds, 33, 34, 73, 160, 61, 181; principles of, 115, (explanation of, *Note*, 78); silent letters, 81, 85, 92, 93, 119; test, 182; two sounds of *oo*, 133, 168, 69; two sounds of *ow*, 133, 168, 69; vowel combinations, 85, 173; vowels, 16-17, 21-22, 50, 54. *See also* Word recognition.

Read and Do, references to: 10, 12, 14, 15, 22, 27, 30, 36, 41, 43, 47, 51, 54, 59, 62, 67, 71, 75, 79, 82, 86, 88, 94, 100, 104, 108, 112, 117, 120, 126, 130, 135, 138, 143, 148, 152, 158, 163, 167, 170, 175, 178, 184.

Related experiences: art, 27, 36, 52, 62, 75, 82, 94, 104, 117, 135, 152, 167; community projects, 30, 41, 158, 163; construction, 14, 131, 158, 163, 175; cooking, 23, 67, 94, 108; dramatic play, 36, 104, 112, 148; exhibits, 14, 94, 112, 117, 131, 138, 143, 175; language, oral, 44, 54, 59, 71, 79, 86, 144, 148, 152, 163, 170, 184; language, written, 31, 44, 54, 82, 100, 104, 112, 120, 126, 135, 138, 152, 158, 163, 167, 175, 178; music and rhythms, 54, 71, 82, 100, 104, 120, 125, 139, 144, 152, 163, 167, 170, 175, 184; science, general, 48, 88, 100, 108, 131, 138, 152, 153, 178; visual aids, 126, 131, 158.

Rereading purposes: 17-18, 20, 25, 28-29, 33, 39, 42-43, 46, 50, 53, 56, 60-61, 65, 69, 73, 77, 80, 84-85, 87, 91, 98, 102, 106, 110, 114, 118, 123, 128, 133, 137, 141, 146, 150, 155, 160, 165, 168, 172, 176, 181.

Science: *see* Related experiences.

Supplementary reading: *see* Bibliography.

Table of contents, using: 6, 37, 58, 61, 63, 89, 120, 121, 151, 153, 184.

Word recognition: compound words, 8, 15-16, 25-26, 29-30, 43, 61, 69, 91-92, 128-29, 156; context clues, 70, 123-24, 150, 156, 165-66, 182; contractions, 155, 172; hyphenated words, 56-57, 92; smaller words within words, 61, 66, 128, 156; words similar in configuration, 35, 133-34. *See also* Phonics, Word variants.

Word variants, methods of forming:

by adding *d*, 11-12, 40; *ed*, 11-12, 30, 78, 107, 177; *er*, 47, 50, 107, 118, 177; *es*, 11-12, 30, 177; *est*, 114-15, 118, 177; *ing*, 11-12, 30, 43, 107, 115, 177; *ly*, 57-58, 87, 129, 177; *s* and *'s*, 26; *y*, 69-70, 81, 177;

by dropping final *e* and adding *er*: 81, 146, 177; *est*, 142, 146, 177; *ing*, 77-78, 93, 102-3, 177;

by prefixing *a*, 65, 98, 169; *be*, 110-11, 169; *re*, 146-47, 169;

principles of, 185 (explanation of, *Note*, 78).

From Sea to Sea



SILVER BURDETT COMPANY
NEW YORK • CHICAGO • SAN FRANCISCO

EDITION FOR FIRST SEMESTER

Learning to Read

A BASIC READING PROGRAM

BY

NILA BANTON SMITH, Professor of Education
University of Southern California

FROM SEA TO SEA

Illustrations by
Anne Fleur, Corinne Malvern
George and Doris Hauman

COPYRIGHT, 1946, BY SILVER BURDETT COMPANY

PRINTED IN THE UNITED STATES OF AMERICA

The Stories

Sun, Wind, and Waves

The Old Boat Goes to Sea	<i>Caroline D. Emerson</i>	7
Blueberry Muffins	<i>Caroline D. Emerson</i>	16
Brown Bear Camp	<i>Caroline D. Emerson</i>	24
The Apple Tree Post Office	<i>Caroline D. Emerson</i>	33
The Baby Airplane Could Not Fly	<i>Caroline D. Emerson</i>	43

Where the Tall Corn Grows

Freckle, the Runt Pig	<i>Miriam Mason</i>	54
A Present from Father	<i>Eleanor Glymer</i>	62
Rain in Summer	<i>Eleanor Glymer</i>	70
Sisters Come in Handy	<i>Edna Becker</i>	78
A Grasshopper Grows Up	<i>Irmengarde Eberle</i>	89
How the Chipmunk Got Its Stripes	<i>Frances Jenkins Olcott</i>	92
Scarecrow Jake and Jocko	<i>Belle Coates</i>	97

Hill and Harbor

A Birthday Party in the Woods	<i>Margaret Steel Hard</i>	106
Off to the Shore	<i>Mary D. Edmonds</i>	112
What Uncle Leamy Brought Home	<i>Mary D. Edmonds</i>	120
Who Laughed Last?	<i>Mary D. Edmonds</i>	129
Boats, Big and Little		137
The Boy Who Found a Pebble	<i>Mary D. Edmonds</i>	142
The Crow and the Pitcher	<i>Aesop Fable</i>	153

Southland Adventures

The Green Tent	<i>Alice Alison Lide</i>	158
Along the White, Sandy Road	<i>Elvira Garner</i>	168
The Whoopee-Hide Adventure	<i>Alice Alison Lide</i>	179
Peanuts for the Circus	<i>Julia W. Bingham</i>	186
Lady Elodee's Head	<i>Alice Alison Lide</i>	190
The Golden Goose	<i>Grimm Brothers</i>	198
Sugar-Candy House	<i>Jean de Bosschère</i>	205

Ranches, Cowboys, and Indians

Little Dogie	<i>Margaret Wheeler Ross</i>	212
Desert Storm	<i>Margaret Wheeler Ross</i>	220
The Yucca Plant	<i>Irmengarde Eberle</i>	227
Three Hundred Warm Coats	<i>June Metcalfe</i>	232
Little Bear and His Grandmother	<i>Lyla Hoffine</i>	240
Iktomi and His Jokes	<i>Lyla Hoffine</i>	248
Iktomi and Muskrat	<i>Lyla Hoffine</i>	250
Little Dawn Boy	<i>Frances Jenkins Olcott</i>	255

Into the Golden Sunset

The Feathered Airplane	<i>Ann Roe Anderson</i>	266
Too Much of a Good Thing	<i>Earl Marvin Rush</i>	273
The Good-by Present	<i>Earl Marvin Rush</i>	280
Seals That Do Tricks		288
When the Tide Came In	<i>Mary Budlong</i>	293
Some Impatient Mule Drivers	<i>Anita Brenner</i>	302
The Little Birch Twig	<i>Eva March Tappan</i>	306





The Old Boat Goes to Sea

"Watch out, Jimmie," shouted Tom.

The two boys were playing together on the seashore. They were playing a game with the waves.

A wave would go out, out, out. The boys would run after it. Then another wave would come in and they would run back.



Sometimes they could reach dry sand before the wave did. But sometimes a wave would come sliding in around their feet.

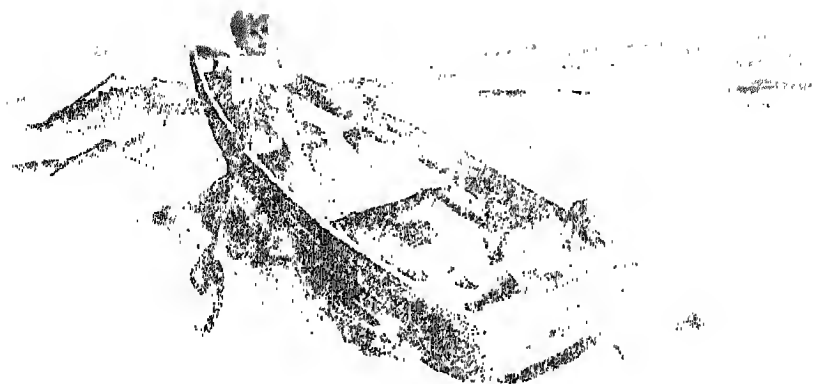
"You are caught!" cried Jimmie, as a wave splashed over Tom's feet. "One down for you."

Tom had stopped to look at a horseshoe crab that had floated in on the water.

"Let's take it down to the old boat," he said as he picked it up.

The boys ran along the shore and put the crab in an old boat that was pulled up on the sand. They watched the crab for a while.

Then they began to play in the boat. They played they were men going fishing.



By and by Tom said, "Let's play at saving people lost at sea. Look! I see a rocket!"

"That is a sign a boat is in trouble," cried Jimmie. "We must help it."

They played they were rowing out over the angry sea. They worked hard saving the men on the boat. Then they sat down on the sand to rest.

They watched the crab. It tried and tried to get out of the boat, but it always fell back.

"It can't live without water. Maybe we had better let it go," said Jimmie.

"Let's make an aquarium for it out of this old boat," said Tom. "No one uses it now. It just stays here on the sand."



"Yes, let's!" said Jimmie.

First they shoveled white sand into the boat. After that came pail after pail of sea water. The boat was ready for the crab.

"We must catch fish and other things for the aquarium," said Tom.

"We need stones and shells, too," said Jimmie.

And so almost every day for the rest of vacation they worked on the aquarium.

The boys found the stones and shells in the sand along the shore.

They caught the fish in a net. They put stones in the net to make it go down. They put in bits of meat to make the fish swim into it.

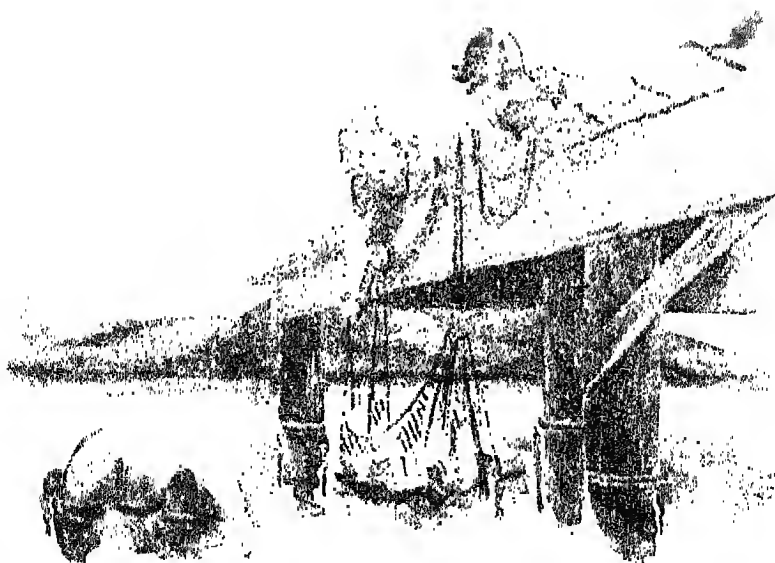
Then they went out on the end of the dock. They got down flat and dropped the net into the water.

Deep down under the water they could see sand and shells. Little fish swam here and there.

When something the boys wanted came into the net, they pulled it up.

One day something long and black swam into the net. It wiggled so much it almost got out.

"Quick! Pull it up!" shouted Jimmie.
"It is an eel."





The boys ran and put the eel in the aquarium. It swam up and down as if it were angry. All the fish got out of its way.

"He seems to think he owns the boat," said Jimmie. "Let's call him a captain."

"Let's call him Captain Toby," said Tom.

So Captain Toby he was, and the boys came to like their eel.

The days went by very fast. Vacation was almost over.

"It is time you let the fish and animals in the aquarium go free," said Tom's mother. "You cannot take Captain Toby to the city."

The boys knew they must let the fish go, but they put off doing it as long as they could.

Then there came a terrific storm. For two days the wind blew, the rain fell, and big waves washed upon the shore.

The fog horn in the lifesaving station could be heard day and night.

At last the rain stopped.

"We are going home in the morning," said Jimmie. "We must take care of the aquarium before we leave. Let's go now."

The boys put on raincoats and went out. The fog made it hard to see. The sound of the waves was very loud.

"Why, where is the boat?" cried Tom in surprise. "It is gone." They ran up and down the shore, but they could not find it.





"The boat went out in the storm," said Jimmie. "Old Captain Toby has gone back to sea."

The boys looked out over the water. They did not see the old boat, but what they did see surprised them. It was a flash of light through the fog.

"A rocket!" cried Tom. "Maybe Captain Toby is calling for help."

Another rocket flashed up into the sky.

"It is a fishing boat!" said Jimmie. "And it is in real trouble!" The boys ran to the lifesaving station and shouted the news.



In no time at all lights were flashing out over the water. A lifeboat was on its way through the storm to help the men on the fishing boat.

"Think of it," said Tom. "If it had not been for Captain Toby, we would not have been here to see the rockets. I hope the lifeboat gets there in time."

Not long after, the boys saw the lifeboat return with the men who had been almost lost in the storm.



Blueberry Muffins

Jack and Judy were going out to pick blueberries. Jack was singing as Judy came into the kitchen with the pails.

“Grandmother’s blueberry muffins
are good.

I would eat more every day if I
could.”

“You eat enough muffins every day as it is,” laughed Judy. “You never leave any for me.”

“Well, my muffins never hurt anyone,”
said Grandmother. “Eat all you want.”

It was vacation time for Judy and Jack. They were staying on the farm with their grandfather and grandmother.

"Happy wants to go with us," laughed Judy. A little black dog was jumping up on her.

"I am going to put Happy in the shed," said Grandfather. "He must not go with you. He runs around and gets lost."

Grandfather went out to the road with them. "Go under this fence and up the hill," he said. The children went on their way and soon found the blueberry bushes.





Just as they began picking blueberries Happy came running through the bushes. He jumped up on the children, barking.

"Happy must have run away when no one was looking," said Jack. "I hope he stays here with us."

But very soon Happy ran off through the bushes after a bird. Jack called him back and held him.

"He will get lost," said Jack. "What shall we do with him? Maybe we should take him home."

It seemed too bad to go home with no blueberries.

"Can't you tie him up?" asked Judy. "You must have a string in your pocket. You always do."

Jack found a string and tied Happy to a bush. The dog was willing to be still for a while.

The children began to pick blueberries as fast as they could. Soon they had almost as many as their pails could hold.

All at once Happy saw a rabbit. He gave a quick jump and the string snapped. He was off like a flash.

Jack whistled and shouted, but Happy would not come back. The children left their pails and ran after him.



It was not easy to follow Happy. They could hear him barking, now in one place and now in another. But they could not see him.

"We must find Happy," said Jack.

They left the blueberry bushes and went into the woods. They ran here and there through the tall trees, looking and calling.

Happy's barking began to sound very far away. Then it stopped. The woods were still. Jack and Judy looked at each other.

"I guess we had better go home," said Jack, "and tell Grandfather about Happy."

But where was home? Jack tried to find their way back. But there were woods on all sides of them. They were lost.





"We must think of a plan," said Jack.
"Daddy says when you are lost, you must not just walk around."

They sat down and tried to make a plan. Soon Jack said, "Let's keep on going up the hill. When we get to the top, perhaps we can see where we are."

They were tired and thirsty, but they climbed to the top of the hill. Jack stood on a high rock and looked around.

"I can't see a house," he said. "It is just trees for miles around."

Judy sat down. She almost cried.

All at once Jack gave a shout.

"Quick! Give me something to wave!" he shouted. "I hear a plane. I see it."



In a flash Judy pulled off her sweater and jumped up beside Jack. They shouted and waved the sweater as hard as they could.

The plane came on and on.

"It is coming this way," cried Jack.

It flew around over their heads. Then it dipped a wing.

"Someone saw us! The plane dipped a wing!" they cried.

Off went the plane. The children were tired and hungry, but they did not think of that. It was exciting to know that a plane was saving them.

It was dark before they heard someone calling. Jack answered the call.

Soon Grandfather and two other men came climbing up the hill.

"It was Happy," said Jack. "He got away and followed us. Then he ran off into the woods after a rabbit. We tried to find him, and then we got lost."

"That bad dog," said Grandfather. "I knew he had been up to something when he came home with mud all over him."

"I am glad he got home," said Judy.

"Well, you are going to get home, too," said one of the men. "But first, how about a bite to eat? We have a lunch for you."

Jack opened the box.

"Blueberry muffins and milk!" he cried.





Brown Bear Camp

"I don't care if I can't swim." Ned gave the log near him a kick. "I don't care if I never learn to swim."

Ned Hunter was a Middle-sized Bear, and he could not swim.

The very small boys in camp were called Little Bears. The big boys were the Big Bears. In between came the Middle-sized Bears.

Ned had been at the camp two years, but he still had to go in the water with the Little Bears!



Now Ned was standing on the shore and watching the little boys splash around in the lake.

"Hi, there!" A Middle-sized Bear who lived in Ned's tent ran past him. "Hi, Ned! Watch me!" He ran out on the dock and made a beautiful dive into the lake.

"I don't care if I never learn to swim," said Ned to himself. But he was not happy as he watched one Middle-sized Bear after another dive off the dock.

"Time for Little Bears to be out of the water," called Bill, the swimming teacher.

Then Bill said, "Why, Ned, you have not been in the water at all. Come here and I'll help you while the Little Bears are dressing."

Ned put one foot into the water. He did not like cold water. He did not like to step into it. The stones and the cold hurt his feet

Slowly and carefully he went in.

"Come on! Duck!" said Bill. "Put your head under water."

Ned held his breath. He put his hands over his eyes. At last he got his head under. He came up splashing.

"Good work!" said Bill.

Then he held Ned while the boy tried the strokes. One, two, three! One, two, three! As long as the teacher held him, Ned could do the strokes well.

Then Bill let go, and at once Ned was frightened. He began to kick and splash. Down went his head. Water went up his nose. He grabbed at the teacher.



"Take it easy," said Bill. "Don't be afraid when your head goes under water. Keep kicking your legs. You will come up all right."

But Ned was afraid when his head went under. He seemed to forget what he should do. He splashed and kicked and grabbed at anything that was near him.

"Don't work so hard," said Bill. "Take it easy. The water will hold you up."

But Ned could not learn. The wind blew across the lake and he was cold. He shook all over.

"I don't care if I can't swim," he said to himself as he went up to his tent.

The other Middle-sized Bears were all talking as Ned came in.

"We are going camping," they called to him. "We are going to stay all night on the island. We will sleep out of doors and cook over a camp fire!"

All at once they stopped talking. Each boy began to whistle, or sing, or look for something.

They were all thinking one thing. Ned Hunter could not go in a canoe because he could not swim. He could not go camping with them.

Ned knew what they were thinking. "I don't care," he said, and went off.



Camp was quiet that day after the other Middle-sized Bears had gone. The Big Bears were playing ball and the Little Bears were making toy boats in the workshop.

Ned sat down on the lake shore.

"I wish I could go home," he thought. But his father and mother were away. He could not go home.

He watched as some small fish came swimming past him. They seemed to float through the water.

"It is easy for the fish," Ned thought. "They live in the water."

Just then Ned heard steps. A Little Bear ran out on the dock.

"What is he doing?" thought Ned. "He knows we must not go on the dock unless the swimming teacher is there."

The Little Bear had come to get a toy boat he had left in the water. He reached out to get it. But it floated away.

He tried again. This time he reached too far. Into the water he went.

The little boy screamed and splashed about.

Ned did not stop to think. In a second he was in the water. He half swam, half climbed over the rocks to the boy.

How he did it he never knew, but he got there some way.

The Little Bear grabbed Ned. The two went under together.

But for once Ned did not care when his head was under water. He caught at the side of the dock with one hand and held the little boy with the other.





Ned's feet could not find a rock to stand on. So he kicked with his legs. The water seemed to help him.

He held the head of the little boy out of the water and shouted for help.

In another second the swimming teacher had reached the dock and pulled the two boys out of the water.

He looked at the Little Bear.

"You know you should never go on this dock unless I am here," he said. "No more swimming for you for ten days. Go up to your tent and get into bed and keep warm."

Then Bill looked at Ned.

"See here, Ned Hunter," he said. "Any boy who can jump into the water like that can swim. Get your swimming suit on and come right down here fast."

When Ned went into the water this time, he did not think about the cold. He ran in as fast as he could and splashed about.

Bill held him while he took the strokes. One, two, three! One, two, three!

The water did not pull him down. He thought about the fish and knew that swimming was easy. Then Bill let go.

Ned Hunter was swimming by himself.





The Apple Tree Post Office

"Old Man Walking Stick!

He cannot travel very quick.

He is no fun. He cannot run.

He never could catch anyone."

"What is that you are singing?" asked Mother as she walked over to the window beside Rose.

An old man with a stick was walking past the house. A small black dog was with him.

"All the children call him 'Old Man Walking Stick'. The boys made up some words to sing about him," answered Rose.



"I don't know who he is," said her mother. "He seems lonesome. I am glad he has that little dog."

"You must not sing about him like that, Rose dear."

Rose left the window.

She could hear the boys singing, "Old Man Walking Stick." But Rose was not thinking of him now. It was almost three o'clock. She was thinking of the club.

It was vacation time. Summer vacation was always fun for Rose. But this year it was much more fun.

Rose and her best friends, Jean and Ellen, had a club. The most exciting thing about the club was the Post Office Tree.

An old apple tree stood in a field down the street. There were no houses near it.

In the tree was a deep hole. This was the secret post office. Rose and Jean and Ellen wrote letters to one another and put them in the hole.

It was fun to watch for a time when no one was looking and then run to the tree.

It was exciting to reach in and see if perhaps there was a letter.



And the letters were not just letters. They were very secret letters. You had to be in the club to understand them.

This morning Rose had found a letter for her. It had said,

Old Apple Tree P.O.

Dear Rose,

Three o'clock, Lilac House. Cookies.

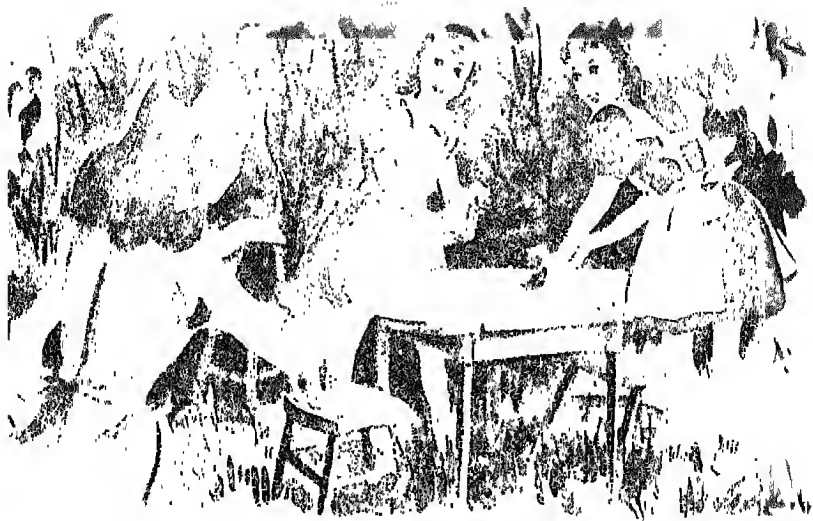
You know who!

At three o'clock Rose left the house without being seen and walked over to the lilac bushes. She had a lunch box under her arm.

At the end of the garden, eight big lilac bushes grew in a ring. In the middle of the bushes there was an open place. In it were three little chairs and a table.

This was the Lilac House.

Rose gave a little whistle. A whistle from within the bushes answered her. Ellen was there. Rose looked all around before going into the lilacs.



Just as Rose put her cookies on the table, Jean came running in. She did not stop to whistle.

"Oh, girls!" she cried, "I thought I would never get here. I had to help my mother all morning. You can't guess what I know. I could not wait to tell you."

"What is it?" asked Ellen and Rose.

"Someone knows about our Post Office Tree," said Jean. "Last night, after I had posted the letters, I saw someone in the dark near the tree. I ran home as fast as I could."

"Who could it be?" whispered Ellen and Rose. "Do you think the boys have found out about our post office?"

The news almost made them forget to eat Rose's cookies and Ellen's apples and Jean's popcorn.

"We must think of a plan," said Rose.

"Let's hide and watch the tree tonight," whispered Ellen.

As soon as it began to get dark, the girls met near the field.

They hid behind the bushes and looked everywhere before they went over to the old tree.

"I am going to reach in and see if there is anything there," said Jean.

"I would be scared," said Ellen.

Jean put her hand in carefully. The others waited. It was so exciting they held their breath. Then Jean jumped back.

"Something moved!" she screamed.

The girls looked at one another. What could it be? A mouse? A squirrel?

"I have a flashlight," said Rose, who always thought of everything.

Jean took the flashlight and looked down into the hole. "Why, it is a baby kitten," she said. She reached in and lifted out a little white cat.

"And there is a letter left in the hole," cried Rose. She took the flashlight and read the letter to the others.

This is a secret cat for the secret club. Its name is White Lilac. Please take good care of it for me. My little black dog does not like kittens.





"Black dog!" they all cried. "It must be Old Man Walking Stick."

Just then they heard Rose's mother calling to say it was bedtime.

"I'll take the kitten home tonight," said Ellen. "Some day we can make a little house for it in the lilacs."

In the morning the girls were waiting on the porch with Rose's mother. "Old Man Walking Stick" came by. The girls ran down to the sidewalk and met him.

"Thank you for the kitten," they said "We like her very much. How did you know we wanted one?"

The old man looked pleased but he did not stop. The little dog wagged his tail.

"I am glad that you thanked him," said Rose's mother. "I have just found out that he is deaf. He can't hear what people say, but he wants them to be his friends."

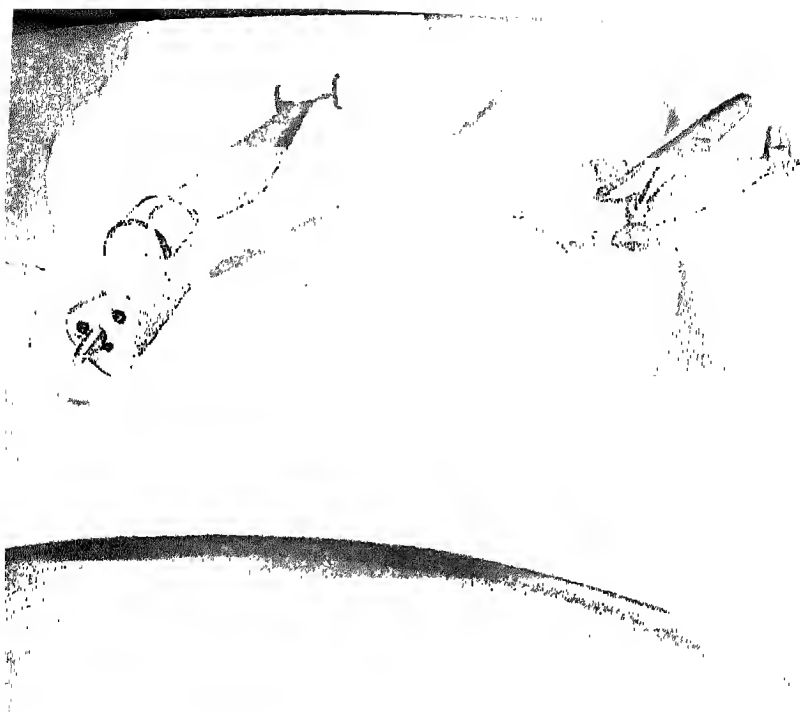
The girls looked at one another.

"If he is deaf he can't hear what we sing about him. He does not know that we have called him Old Man Walking Stick," said Jean. "I am glad of that."

"It would be fun to have him in our club," said Rose. "He can't hear us talk, but he could read our letters. We could tell him all about White Lilac."







The Baby Airplane Could Not Fly

There was once a baby airplane that could not learn to fly.

He would take a big drink of gasoline and down the runway he would go.

But he could not get his three wheels off the ground.

Sometimes he got his back wheel up, but then he stood on his nose.

Sometimes he got the other two wheels up, but then he always landed on his back.

"Keep your tail up," shouted the other airplanes, but it did no good.

"Oh, dear," said the baby airplane. All the other planes went zoo-oo-ming off with their propellers spinning. But the baby airplane could not learn to fly.

The birds flew around him and laughed at him. A big black crow landed on his wing and sat there. "Caw! Caw! Anyone can learn to fly!" it screamed.

"I can't!" said the baby airplane.





“Perhaps you don’t get enough food,” said the crow.

“I take all the gasoline that my tank will hold,” said the airplane. “It is just a baby tank, but it should be big enough for a baby airplane.”

“Maybe you don’t flap your wings right,” said the crow. “Do you flap them every day so that you will learn how?”

“My wings don’t flap,” said the airplane.

“That is the trouble with you,” said the crow, as it flew away. “Who ever heard of wings that don’t flap!”



"Why are you crying, little airplane?" a sea bird asked. It had seen tears of gasoline running down the nose of the plane.

"I can't fly," said the baby airplane.

"You should take off from the water," said the bird. "That's the way we sea birds do," and it flew away.

So the little airplane ran down to the water. Into the water he splashed.

But he was not a seaplane. He could not take off. The water got into his engine and his propellers stopped.

The fishes came up and laughed at him.

"Why don't you swim?" they asked.

"I can't swim," said the little airplane.

"Just wiggle your tail and you can swim,
said the fishes.

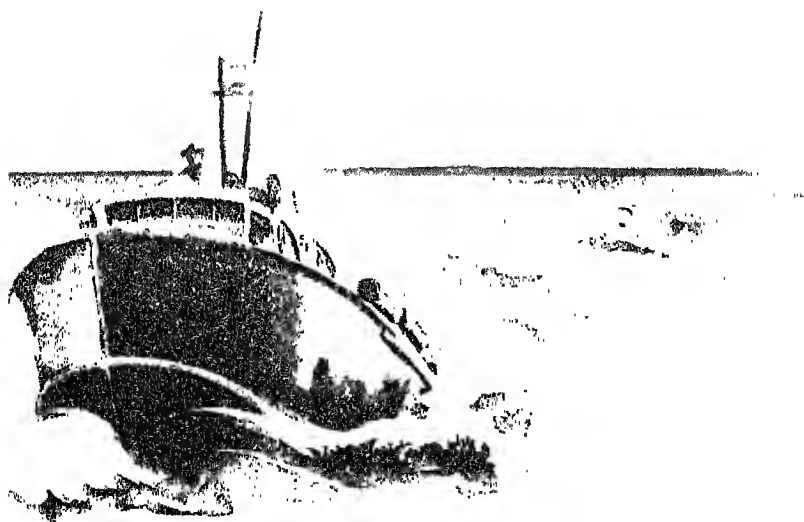
"My tail can't wiggle," said the airplane.

"That is the trouble with you," said the
fishes. "Who ever heard of a tail that
could not wiggle!"

Soon a police boat came along. "What
are you doing here?" it asked. "You are
right in the way of the boats."

"My wings don't flap and my tail does
not wiggle," said the plane. "I can't fly and
I can't swim. I can't do anything."

"I'll pull you to shore," said the police
boat, "but don't do this again."



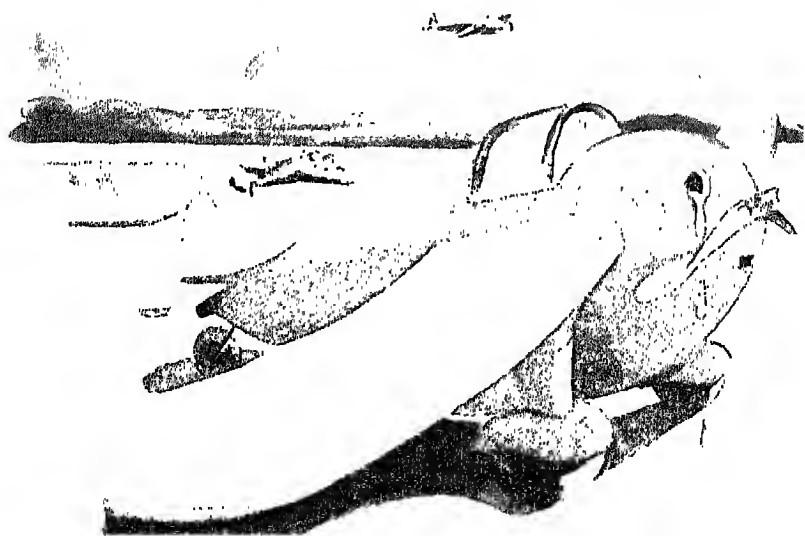
The little airplane went slowly back to the airfield. He was very unhappy.

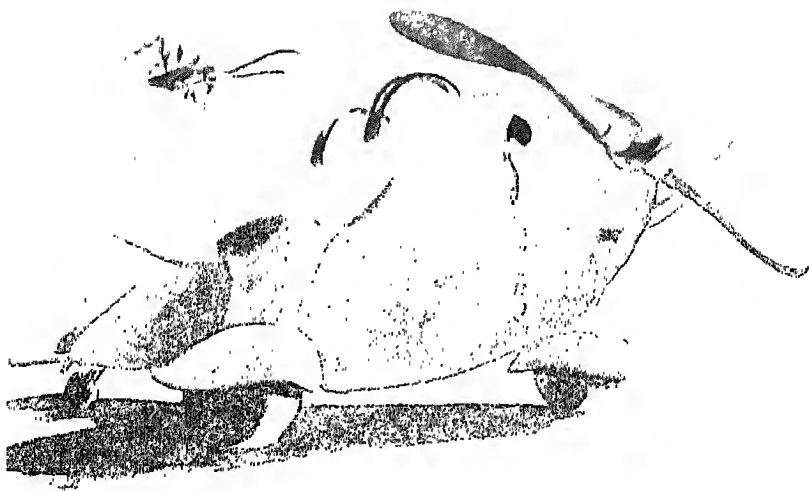
He could hear the other planes being called out by the control tower. He could hear their propellers spinning and their engines running.

He knew that he would never hear the control tower calling him out. He put out his headlights and tried to sleep.

Something landed on his right wing. It was a grasshopper.

"Why are you here?" the grasshopper asked. "You should be out flying on a fine day like this."





"I can't fly and I can't swim," said the baby airplane with tears of gasoline in his eyes. "My wings don't flap and my tail does not wiggle."

"Can you hop?" asked the grasshopper. "That is the way I get along. See how far I can go in one hop," and away it went.

"I guess I can hop," thought the little airplane.

So he started up his engine. Soon his propeller was spinning round and round.

Then he gave a big hop. There he was, almost down the runway.




"What are you doing?" screamed the other airplanes. "The control tower has not called you."

The little airplane gave another big hop. Again and again he jumped into the air. Up and up he went. He knew the air was under him, lifting him up in the sky.

Then he took a very big jump. This time he did not come back to the ground.

He went far up into the blue sky. His propeller was spinning faster and faster. He was flying!



"This is wonderful," he cried.

He flew back over the airfield. All the other planes were watching him. He chased the black crow. He dived down over the water and looked at the fishes.

Then he dipped a wing to the big sea bird.

"My wings don't flap and my tail does not wiggle," he called. "But I can fly, and I can do a nose dive."

"Good-by," called the grasshopper, who was watching. "Happy landings!"

The baby airplane dipped a wing to the grasshopper. Then he flew off into the sky.







Freckle, the Runt Pig

Freckle was a small brown pig. Before she came to live at Grass Lake School, her home was in Mr. March's barnyard.

Mr. March was the farmer who lived in the big white house near the school.

Freckle was a runt pig.

A runt pig is always smaller than the rest of the pigs in the barnyard. It has a hard time. It never gets enough to eat, because the other pigs push it away.

Freckle did not seem to grow at all. That was why Mr. March thought he would give her to the school.

8

The children and their teachers were glad to have a pig to raise. They made fine plans for her.

"We will feed her well, so that she will grow big and fat," they said. "Then, in the fall, we will have meat with our lunches."

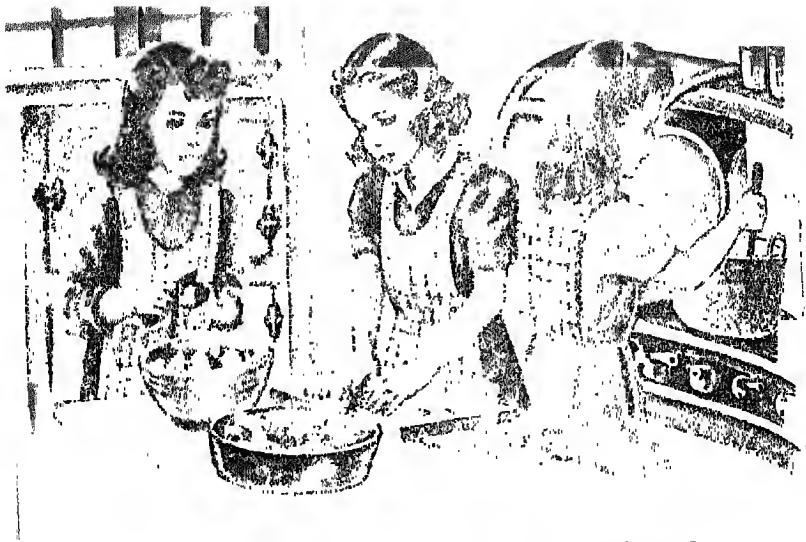
There was a kitchen in the Grass Lake School. Every day two or three of the big girls cooked something hot for lunch, and all the children ate together.

"Freckle will eat the bits left over from the hot lunch," said the cooking teacher.

Mr. Hall, the head of the school, looked pleased. "There are many schools where the children cook hot lunches," he said. "But not many schools raise their own meat."

The children smiled proudly. They were glad to think they were doing more than other school children did. They thought, too, of the lunches they would have.

So it was an exciting day when Mr. March drove up to the school with the little pig



The children were disappointed when they looked at Freckle. She was so weak and thin!

"She is hardly as large as a puppy," they said. "And a hungry puppy, at that."

They put her in the pen that the boys had built for her. It was a small pen, but it seemed large when Freckle was in it.

The first day the pig was there, the girls in the kitchen made vegetable soup. They gave the outside leaves of the vegetables to Freckle.

"That is not enough for a hungry little pig," said one of the big girls.

So she took a big helping of soup to the pig. Most of the children gave Freckle bits from their own lunch boxes.

There were so many children that there was a big lunch for the pig after all.

"Such a little pig will never eat all that," they said. "And she seems almost afraid to eat. The other pigs have frightened her."

But when they went out to the pen after school, every bit of the lunch was gone. Freckle was asleep and seemed happy.

The little runt grew very fast. Everyone was surprised to see how much she could eat. Everyone was even more surprised to see how soon she stopped being thin.





Freckle soon learned to know when the school bus was coming in the morning. She would run to the side of the pen and make friendly sounds.

One time she got out of her pen. The children heard a funny noise at the front door. A teacher went to the door to see who was knocking. There stood Freckle, looking friendly and hungry.

After that, the boys made a higher pen for Freckle.

Once in a while Mr. March came to see the pig. Each time he came he was more surprised than the time before.

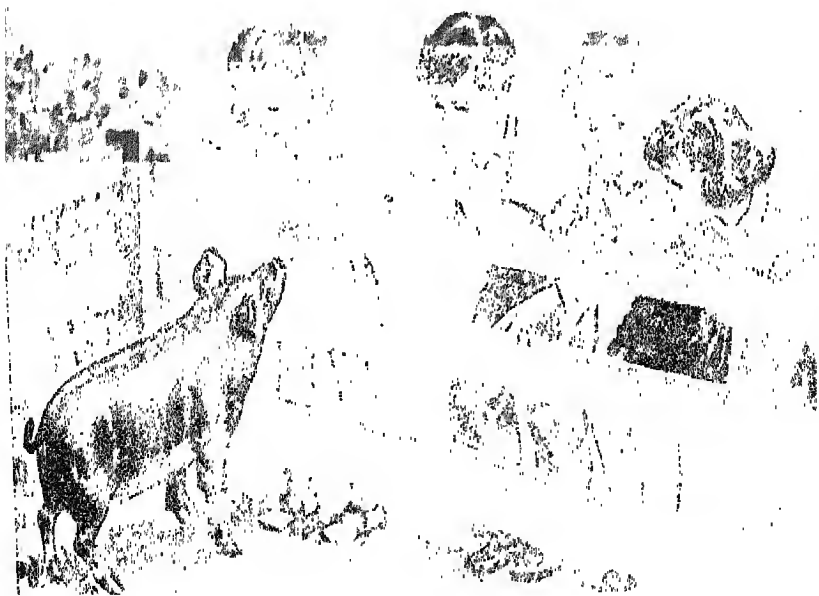
"Well, I never!" he would say. "She is not a runt pig any more."

Vacation time was coming. Mr. March said he would be glad to let Freckle stay in his barnyard with the other pigs.

"Freckle is strong enough to stand up for herself now," said Mr. March.

But the children did not want to let Freckle go back. They had a better plan. Some of the children who lived near would take turns feeding the pig.

So all that summer the children near by brought food to the pig. It was easy to get ears of corn or other vegetables from their homes.



When the children all came back to school in the fall, they ran to Freckle's pen. It was a big, strong pig that waddled up to the side of the pen.

The children were very proud.

By and by the time of year came when the farmers take their pigs to the butcher.

One morning Mr. March came to the school and said, "I shall be taking my pigs to the butcher soon. I'll be glad to take Freckle, too."

Mr. Hall looked around the big room where all the children were sitting. "Just think," he said, "of the delicious lunches we are going to have."

But no one looked happy. Some of the little girls had tears in their eyes.

That day in the kitchen the girls talked about the best ways to cook meat. Not one of the ways sounded good.

The next day, when the children were in the room with Mr. Hall, one of the big boys raised his hand.

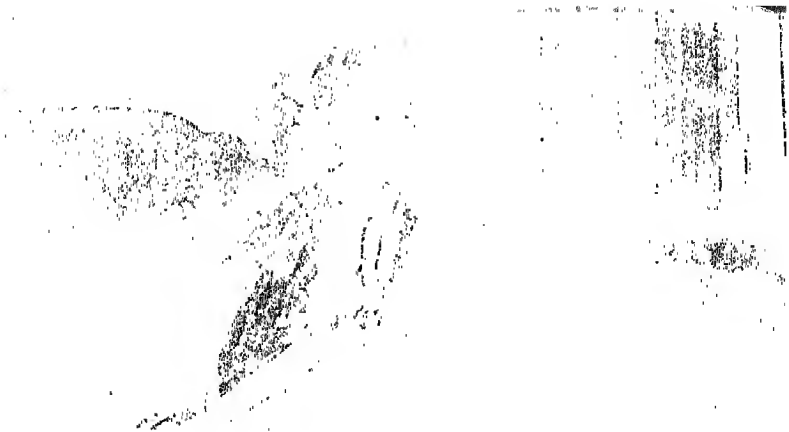
"We children don't want to let Freckle go to the butcher," he said. "We know a man who will give us thirty dollars for her. And he will keep her always."

"We can take the thirty dollars and get a new icebox for the school," said a girl. "We have talked it all over. We don't want the butcher to have Freckle."

Mr. Hall seemed glad. "Well," he said, "Freckle is the school pig. You may do what you like with her."

The next morning Freckle was not in her pen. The children had carrot soup for lunch. There was no meat, but they were happy. They knew Freckle would like her new home with Mr. Brown.





A Present from Father

The warm spring sunshine was coming in through the window of Sandy's room. Slowly Sandy opened his eyes and looked around.

He heard his father and mother talking downstairs. Then he heard his father get a pail of water from the well.

At once Sandy sat up in bed.

"That is my chore," he thought. "Father must have finished the milking, too! It must be late."

Then he remembered why Mother had let him sleep. Today was his birthday!

Today he was ten years old.

There was a knock on the door.

"A happy birthday, Sandy," called his sister, Ann. "Come down and see what I have for you." Then he heard her running down the stairs.

Sandy jumped out of bed. He put on a new red shirt and new blue overalls, because it was spring and because it was his birthday.

He ran downstairs and into the kitchen. He could see a pile of packages beside his place on the breakfast table.

"Happy birthday, Sandy!" his mother said with a smile.





Sandy looked at the packages. He wanted to open them at once.

But he remembered that he had chores to do, even if it was his birthday. He opened the kitchen door and went out to get wood for the woodbox.

At the woodpile Sandy stood still. He looked off across the yard and past the barn. He could see the big plowed field where Father was going to plant corn.

Sandy loved corn. He loved to watch it grow, and he loved to eat it. He had a hard time every year waiting for the corn to get ripe enough to eat.



Sandy thought that his father never planted enough corn for eating.

There was enough field corn for the pigs and horses, but never enough of the kind you ate for dinner. And never enough of the kind you could pop for a party.

"When I grow up," thought Sandy, "I'll plant a big field with just eating corn."

But now there were birthday packages to open. Sandy picked up all the wood his arms could hold and took it back to the kitchen.

Father, Mother, and Ann were standing by the table. "Happy birthday!" they said.

"Come and sit down quick," said Ann. "We want to see you open your presents."



Sandy sat down and opened one of the smaller packages first. It was from Ann.

"A flashlight!" he cried. "Just what I wanted. Thank you, Ann."

The next present was from his mother. It was a white shirt and a blue tie.

There was a book about airplanes from his grandfather, and a green sweater from his grandmother. The last present was money—three new dollar bills his uncle had sent.

Father and Mother and Ann watched as Sandy opened one package after another.

But there was one thing Sandy could not understand. There was no present from Father. Sandy did not want to say anything, but he looked at Father.

Father grinned at Sandy. "My present is outside," he said. "It is too big to bring into the house. You may see it after breakfast."

Mother and Ann smiled at each other. They knew what the present was.

Sandy could hardly eat his breakfast. He wanted so much to see the present that was too big to bring into the house. Could it be one of the calves?

Sandy finished his breakfast and waited for the others. He thought his father would never get through eating.

At last Father pushed back his chair and said, "Well, Sandy, let's go out."

Sandy and Ann and Mother got up and followed Father out of the kitchen door. They walked through the yard and past the barn. Then they came to the plowed field that was all ready for planting.



One part of the field had been fenced off. In the middle of that patch of land was a large board with words on it.

HAPPY BIRTHDAY, SANDY

"There is your present, Sandy," said Father. "That patch of land is yours. You may do what you like with it."

Sandy looked at the patch of land. He looked at his father. Then he shouted, "Father! Is it for me? My very own?"

"Yes, if you want it," said Father.

"Do I want it!" cried Sandy. "It is the best present I ever had!"

He walked out into the middle of his patch of land. He kicked at the dry plowed ground with his foot. Then he grinned at his father.

"I am going to start planting as soon as I get home from school," he said

"May I help?" asked his sister.

"Yes, I guess so," said Sandy.

"What are you going to plant?" asked his mother.

"Corn!" said Sandy. "Eating corn!"

His father looked pleased. "I guess you will make a farmer all right," he said.





Rain in Summer

It was the middle of summer. It was hot and there had been no rain for days.

Every morning, when Father went out to do the milking, he looked up at the sky.

Sandy and Ann knew why he looked up. He hoped he would see some clouds. But not a sign of rain did he see.

Father was worried. If it did not rain soon, the corn he had planted would dry up before the harvest. The animals would have no feed next winter.

The vegetable garden would dry up. Mother would have no vegetables to can for next winter.

Sandy was worried, too. His own corn was almost ripe, but it needed water.

Every evening Father, Mother, Sandy, and Ann pumped water from the well and took it out to the vegetable garden.

Every evening Sandy watered his corn patch, too.

But the ground was so dry that watering did little good.

Mother would laugh and say, "I know that if I start sprinkling the garden, it will rain." But it did not rain.



Every one worked very hard. And every day was very hot.

One day Mother said, "I think we need a little fun. We have been working hard, and we have not gone anywhere for a long time. Let's have a picnic supper while the days are so fine."

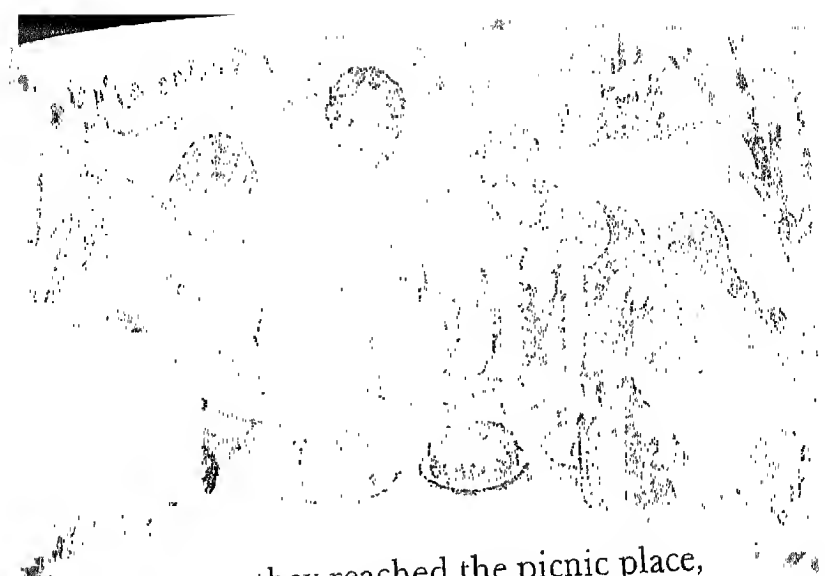
"Oh, good!" cried Ann.

So right after lunch, Mother and Ann started to make sandwiches. They made piles of them, with Mother's good bread.

They filled the large picnic basket with sandwiches and cake and other things. They filled a big can with milk, too.

Sandy and Father finished the milking. Then they all started across the fields to the woods. That was where they always had their picnics.

There was a small brook near by, and there was still some water in it. Some years before, Father had built a stone fireplace near the brook. Sometimes he made a fire there so that Mother could cook.



As soon as they reached the picnic place, Mother and Ann set out the supper under the trees.

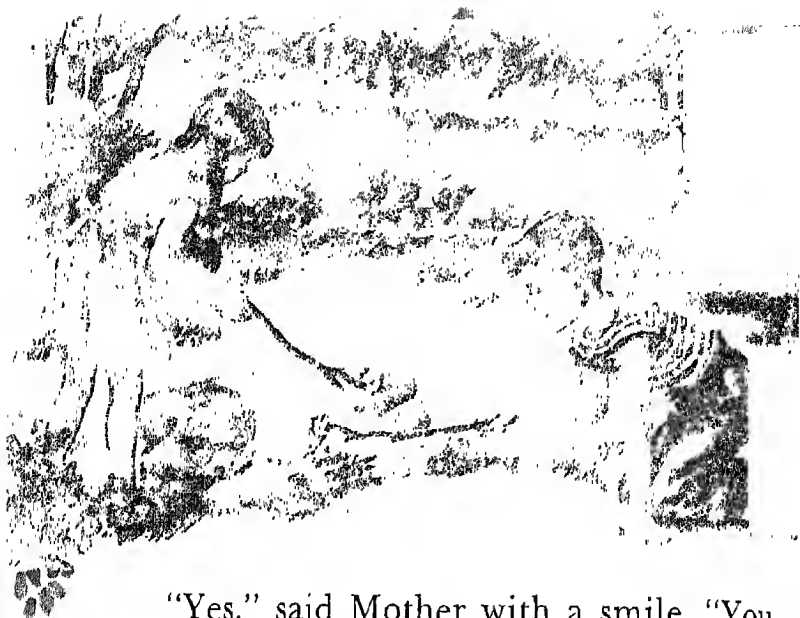
"That looks good," said Father, helping himself to a chicken sandwich.

"Mmm!" said Sandy. "Chocolate cake!"

When the sandwiches were gone, Father said, "Well, I guess this was a good plan. I didn't know I was so hungry."

"Now comes the surprise," said Mother. She reached into the basket and took out a box of marshmallows.

"Oh, marshmallows!" cried Sandy and Ann together.



"Yes," said Mother with a smile. "You children get some sticks. We will build a little fire and have toasted marshmallows."

Sandy and Ann looked under the trees. They brought some dry sticks and Sandy built the fire. Soon there was a good fire and thin streams of blue smoke.

"Be careful," said Father. "Don't let the fire get too high. Everything is very dry now."

All at once Ann gave a little cry. "Look at the smoke!" she said. "It stays near the ground! That's a sign of rain."



"It can't be going to rain," said Father, looking at the blue sky.

"Yes, it can," said Sandy. "Look over there to the west."

At last there were clouds in the sky. They were large, white clouds. Far away there was a sound of thunder.

"Well, let's toast some marshmallows," said Mother. "It will not rain for a long time, anyhow."

But no one was thinking much about food. They were all looking at the clouds in the west. A wind began to blow in the treetops.

"Look at the leaves," said Sandy. "They are turning over. That is always a sign of rain."

The clouds came nearer. Now they were gray. The thunder sounded louder and louder.

"We had better start for home," said Father. He filled the milk can with water from the brook. He poured the water on the fire.

"Oh!" cried Ann. "Here comes the rain. I can feel the drops."

They ran across the fields. The drops were coming faster now.



"Good! I'll get wet!" shouted Ann.

By the time they reached the barn it was pouring, and they ran in out of the rain.

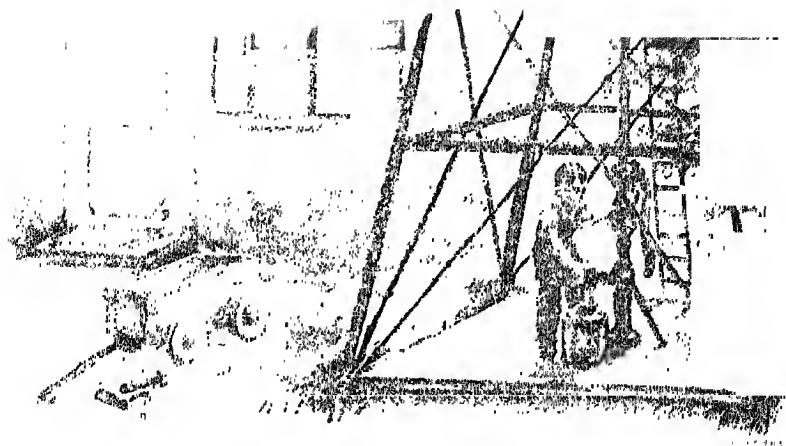
Father brought some boxes, and Sandy turned some milking pails upside down. They all sat near the barn door, eating chocolate cake and marshmallows.

It was fun to hear the rain on the roof. It was fun to see it splash in little pools. They watched the wet corn as it waved in the wind.

"The corn will be all right now," said Sandy. He and Father smiled at each other.

"And the vegetable garden," said Ann, thinking of the cans of vegetables. And she and Mother smiled at each other.





Sisters Come in Handy

"Better fill the water jug, Bert." Mrs. Chase was calling from the kitchen door. "I see the truck coming back."

Bert was mending a wheel on his wagon, but he stopped when his mother called.

It was harvest time, and Bert was water boy. His chore was to fill the jug with cold water for the men who were harvesting the wheat. Every one worked hard at wheat harvest time. Bert was glad to help.

"I have made some sandwiches and some lemonade," said Bert's mother. "The men will be hungry before it is time to come in for dinner."

Bert took the brown jug over to the tall windmill near the house. He filled it with the cold water that the windmill pumped up from a deep well.

He let the water stand in the jug for a while. When the jug was cold, he poured the water out and filled the jug again. The water must be very cold when it reached the thirsty men.

While Bert filled the water jug, his older brother, David, drove the big truck into the yard.

David stopped the truck beside the bin where the wheat was being stored. Then he began to shovel the wheat from the truck into the bin.

Bert set the water jug in the truck. "I'll ride back with David this time," said Bert to himself. "I'll take the sandwiches and lemonade to the men." He started for the house to get them.

Just then Betsy came out of the house with a basket.

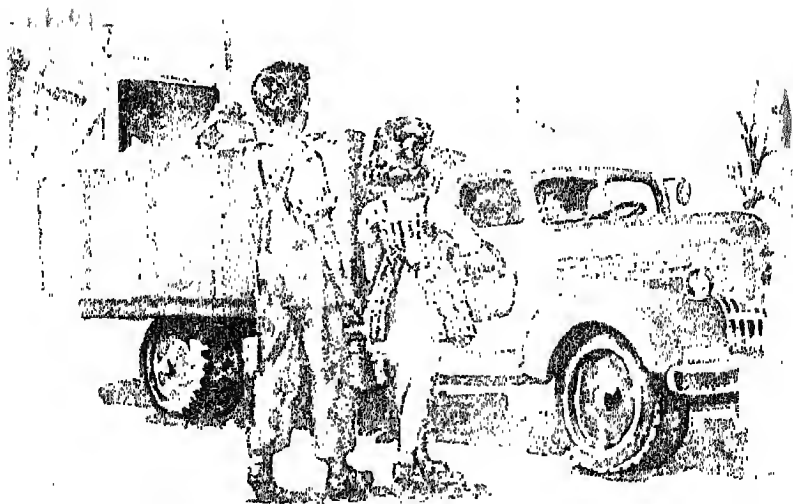
"Here are the sandwiches," said Betsy. "Mother says you are to come and get the lemonade. And she says I may ride to the field with you and David."

Bert did not care to have five-year-old Betsy go with them. Sisters were always in the way! But if Mother had said that Betsy could go along, there was nothing Bert could do but take her.

He went to the house for the lemonade.

When he got back to the truck, David was still shoveling the wheat into the bin.

Bert looked proudly at the big truck. Father had bought it just a little while before. It was still shiny and new.



Soon David called, "All in," and they drove off.

Tall sunflowers grew on each side of the road. As they drove along, Bert could see the wheat swaying in the wind, and could hear the whispering sound it made.

He looked across the fields. Wheat and sky—that was all there was to see.

There were no trees, except near some of the houses. On hot days, the rabbits sat in the shade of the fence posts. There was no other shade.

The wheat was ripe, and very dry. That was a good thing. Dry wheat was easy to cut. But when it was so very dry, people had to be very careful about fire.

They soon reached the field where their father was harvesting.

The wheat in part of the field had been cut off. The truck drove across the stubble that was left.

At last it came to the standing wheat where Father and his helper were at work.

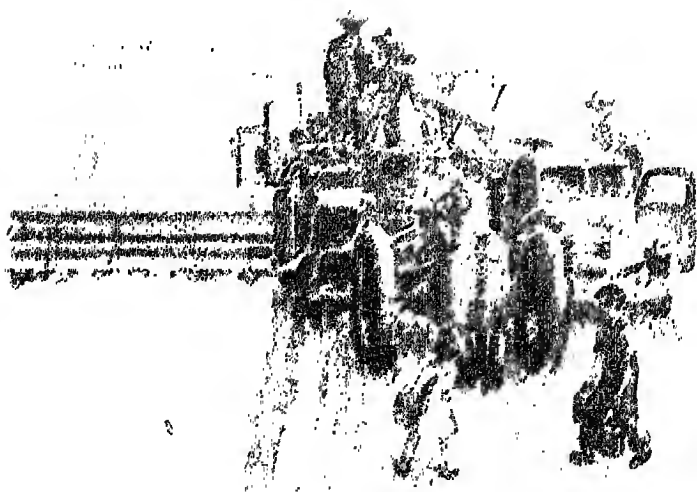
Across the field of standing wheat, Bert could see the big combine at work.

It was the combine that cut off the ripe wheat and threshed it.

Bert and Betsy waited while it finished its round of the field. It stopped near them.

The children climbed out of the truck to take the food to the two men. Hundreds of grasshoppers jumped around them as they walked through the stubble.

David drove up beside the combine. The wheat that had been threshed began to pour down into the truck.





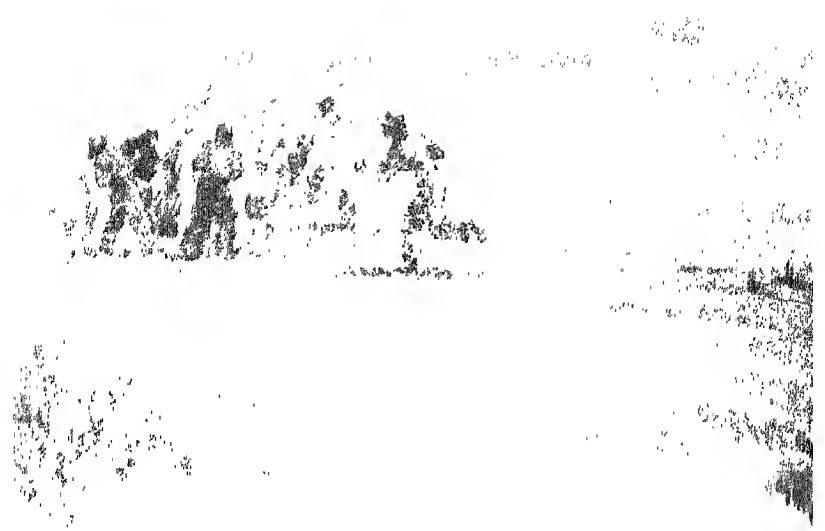
When the truck was filled, the men began their threshing again. The boys and Betsy started back. Bert was cross because Betsy would not keep still in the truck.

"Sit down," he said. But Betsy would not sit down. She was looking out of the side window.

Suddenly she cried, "Fire! I see a fire."

Betsy was right. David had come too near the standing wheat when he turned the truck around. The exhaust from the truck had set the dry wheat on fire.

David turned around and drove back as fast as the truck could go.

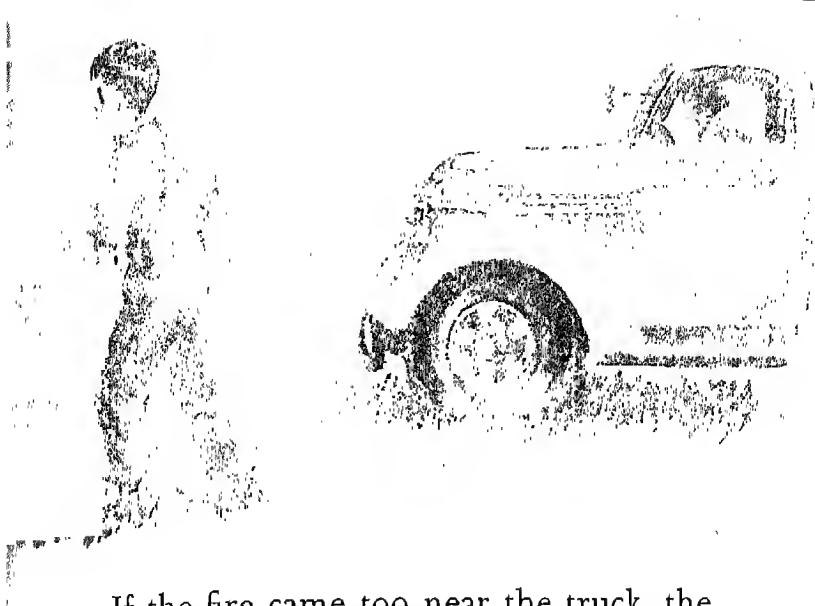


"Keep Betsy in the truck!" cried David. He grabbed the shovel and ran to help the men beat out the fire.

The fire was burning its way into the wheat. Bert watched it and was worried.

"Would all the wheat be burned up?" he thought. If it was, there would be no money for new shoes or for anything else. There might not even be money enough for food!

Just then Bert saw something else. The stubble had caught fire, too. It was burning not far from the truck. Father and the others did not see this.



If the fire came too near the truck, the gasoline tank might blow up. And Betsy was in the truck!

Bert shouted with all his might, but the men did not hear him. "If I just had something I could use to put out the fire," he said.

"Take your overalls," said Betsy. "See! Father is using his coat."

Bert was out of his overalls in a second. He poured water from the jug all over them as he had once seen a fireman do. Then he went to work in his shorts.



The wind was blowing the fire nearer the truck. Bert knew he could not put out all the fire by himself. But he knew what he must do. He must put out the fire that was burning in front of the truck.

If he could beat out enough of the fire, it would go past the truck on both sides without coming near it.

The boy worked with all his might. He ran first to one side, then to the other, beating at the fire with the wet overalls. He must put out enough fire to keep the truck and Betsy safe. He must! HE MUST!

It seemed a long time before the fire in the standing wheat was put out. Then Father saw what Bert was doing.

By the time Father came running back, the stubble fire had gone past the truck without hurting it at all. It had frightened Betsy, and she was crying a little. Bert was exhausted.

The men soon put out the rest of the fire. Then Father ran to Bert. "Are you burned very much?" he asked.

"Maybe a little on my feet," said Bert.

"So I see. You are not dressed right for a fireman," said Father, as he looked Bert over carefully.



"Where are your eyebrows, Bert?" asked David.

Bert put his hand up to his eyebrows. There was hardly anything left of them. The boys had a good laugh over that.

Father picked Bert up carefully and put him into the truck.

"I'm proud of you, Bert," he said. "You have a bad burn, but you kept Betsy and the truck safe. We are all proud of you. David will take you home now."

Then he asked, "What made you think of using your overalls?"

"Betsy told me to," Bert grinned.

"Sisters do come in handy sometimes, don't they?" laughed Father.





A Grasshopper Grows Up

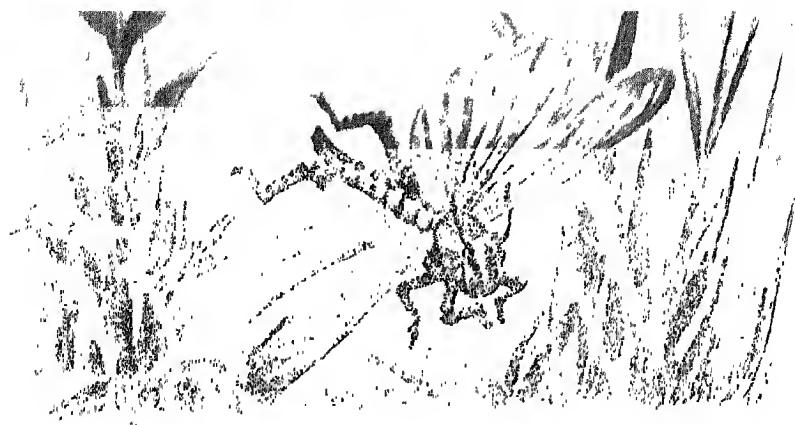
A young grasshopper sat on a stone in a field. He had no wings. He was gray, and not very pretty. He did not look just like a grasshopper.

It was summer, and the sunshine was warm.

The grasshopper sat still for a long time. After a while he could feel that his gray skin had broken on top of his head.

Then the grasshopper began to move. He pushed and pulled, and tried to get out of his skin. But he could not.

He pushed and pulled again. It was hard work to take off his skin. At last he was half way out of it. Then he was all the way out.



Now he looked like the grasshopper he really was. He had long, green legs and fine feelers. He had two sets of wings held flat along his body.

The outer wings were hard and strong. Under them were thin, green wings.

The grasshopper was very tired because he had worked so hard to take off his old gray skin. He sat still and rested.

After a while he began to move again. He found that his long, green legs were very strong. He jumped, and found that he could jump very far and high.

He opened his wings and found that he could fly, too. That was fine.

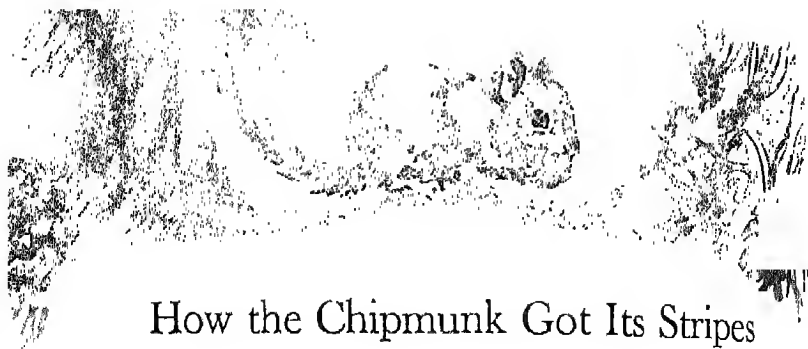
The young grasshopper jumped and flew around for a while. He ate a little of the grass near by. Then he rested again in the warm sunshine.

A boy came across the field. The young grasshopper heard the sound through his two front legs. That is where this kind of grasshopper has his ears.

When he heard the boy, he was afraid. So he jumped and flew a long way across the field. He landed on a plant. All was still around him now.

He was safe. He rubbed his wings together, and so made the sound that is a grasshopper's song.





How the Chipmunk Got Its Stripes

This is an old, old story told to little Indian children by their grandmothers.

Once upon a time there was a little chipmunk who was very, very noisy.

His grandmother used to say, "My little one, when you are out in the woods, you must not make so much noise. If you do, something will find you and catch you."

The little chipmunk heard what she said, but he thought no more about it.

Every morning he went to the woods and ran around looking for berries. Then he climbed a tree and sat on a branch. While he ate the berries, he made as much noise as he could.

Every evening his old grandmother told him a story.



Once she told him about a cruel giant who went about the woods, catching little chipmunks and other animals.

This giant had a bag filled with red-hot stones. When he caught a small animal, he dropped it into the bag and cooked it.

"I do not believe that," said the naughty little chipmunk. "I have run around in the woods for two or three years, and I have never seen the giant."

"Oh, but you must believe it," said his grandmother. "If you make too much noise, the giant will come and catch you."



One day the chipmunk went out, as happy and noisy as ever. He thought, "I'll go as far as I can, for I wish to see that giant."

He scampered on and on.

At last the chipmunk came to a high cliff where there were many sweet berries. So he sat up on the cliff and made as much noise as he could.

He thought, "Perhaps the giant will hear me and come."

AND THE GIANT DID HEAR HIM AND COME, for he lived under the cliff.

Quietly and carefully he came near the little chipmunk. But the giant could not reach him, because the cliff was too high.

"Come down, little brother," he called as kindly as he could. "I'll give you a pile of fine acorns."

But the chipmunk said, "No! if I do, you will catch me and make a fine dinner of me." So he stayed up on the cliff.

Evening came, and the little chipmunk grew tired of waiting for the giant to leave. He tried to think of a plan to get away.

He pulled off some branches from a bush and threw them down. The giant heard them fall. He thought it was the little chipmunk and jumped on them.

But it was not the chipmunk at all. When the giant looked up at the cliff, the chipmunk had already scampered away.



The giant ran after the chipmunk. He took very long steps, and soon he saw the little chipmunk running home as fast as he could go. Then the giant ran and ran.

Just as the chipmunk was about to dive into his grandmother's house, the giant came near him and grabbed at his back.

But the chipmunk slipped out of the giant's hands and into the house.

The chipmunk was safe and the giant had to go home without his supper. But the giant's fingers had left long stripes on the chipmunk's back.

The Indians say that is why chipmunks have long black and white stripes on their backs.





Scarecrow Jake and Jocko

The scarecrow in Farmer Jake's large cornfield waved his arms slowly as if he were tired of being a scarecrow.

"Here I stand, day after day," he said, "and not a crow comes by."

"I heard a boy saying that the circus was coming along today. It will go past our cornfields," said the scarecrow in Farmer Green's cornfield. His field was next to Farmer Jake's field.

"You don't say!" cried Scarecrow Jake, with a smile. "I like the circus. I would scare crows gladly all the rest of my days, if I could once see the circus. Why, I would give half my straw stuffing to see a real clown and a live monkey."

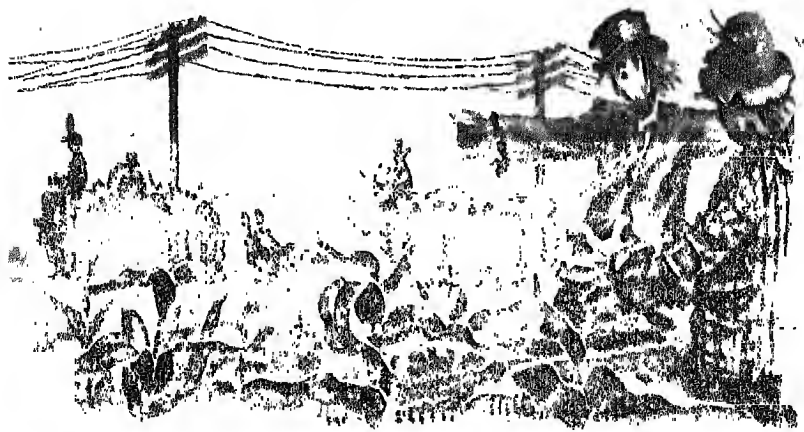
"You will not have to give away one straw from your stuffing," said Scarecrow Green. "You will not see the monkeys and clowns, for they will be in the wagons."

"You are right," said Scarecrow Jake. "We will not see a thing."

"Here come the wagons now!" shouted Scarecrow Green. He liked the circus, too.

"The first one is red," cried Scarecrow Jake. But he was not thinking about the wagons. He was thinking about the funny clowns and the little brown monkeys.

Along came the circus wagons, beautiful and shiny. Away they all went, shiny and beautiful. But not a clown or a monkey had Scarecrow Jake seen.





But wait! Could that be a little brown monkey climbing up a cornstalk in front of him? Scarecrow Jake could not believe his eyes.

"Hi!" called Scarecrow Green, suddenly. "I have a monkey in my cornfield."

Then Scarecrow Jake did believe his eyes. "So have I," he shouted. He grinned at the little monkey that was swinging from one cornstalk to another.

Soon he heard Scarecrow Green again shouting proudly, "I have a clown in my cornfield."

Scarecrow Jake looked, and there was a clown in his field, too. He was turning handsprings down the row.



Suddenly many circus people were in the fields, running here and there. They seemed to be looking for something.

There was the elephant trainer and the ice cream peddler. They were followed by two pretty dancers in shiny dresses.

Four tall cowboys went galloping by on their fast horses. There was a man in a red hat beating a drum, and a fuzzy white dog, and a little gray pony.

Then he heard a shout. "Jocko and Socko have run away! They got out of their cage. Find Jocko and Socko."

"So that is it," thought Scarecrow Jake.

He looked at the monkey resting on the cornstalk in front of him. The monkey seemed worried. Scarecrow Jake thought he must be having a good time and did not wish to be found.

The circus people were still running around. They were laughing, as if they liked being in a cornfield.

Just then Scarecrow Jake saw the wire walker climbing a telephone pole at the side of the road. He was looking into the next cornfield.

"There is Sockol!" he shouted. Socko was quickly caught and put in his wagon.

The wire walker looked into Scarecrow Jake's cornfield. In just another second he would see Jocko, and the monkey would be caught. Jocko and the dancers and clowns would go back to the wagons.

The circus in the cornfield would be over. The short vacation for the circus people would be over, too.



Scarecrow Jake did some quick thinking. He winked at Jocko, and Jocko understood. He climbed up the scarecrow's pole and hid under his coat.

No one had seen him and the circus people went on looking.

Then both of the scarecrows had a fine time watching their own circus. It seemed that all the clowns turned handsprings down the rows.

One clown, wearing a suit with red and white stripes, shook Jake's hand.

"Good morning, dear brother," he said. Scarecrow Jake grinned back at him.

Just then the little gray pony galloped down that very row, and Jocko saw him.

In the circus, when the gray pony came galloping by, Jocko jumped on his back and did tricks.

So now, when the pony came by, Jocko forgot where he was. He jumped on the pony's back and began his tricks.

At once a shout went up. "Jocko is found!" The cornfield circus was over.

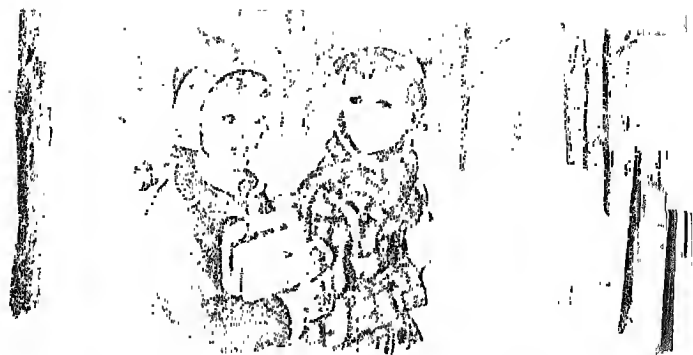
Scarecrow Jake smiled at Scarecrow Green. They had seen the circus after all. Scarecrow Jake had played a secret game with a monkey and had helped him to hide. A clown had called him brother.

Oh, yes, he would scare crows gladly all the rest of his days.









A Birthday Party in the Woods

"Everything seems to have gone wrong today," said Mary to Roger, as they started home from school.

There was still snow on the ground, but it would not last long. Winter was nearly over.

"What went wrong?" asked Roger.

"Everything," answered Mary. "Mother went to take care of old Mrs. North. She told me to look after Bobby."

"What is new about that?" asked Roger. "Don't you always look after your brother?"

"Yes, but today is Bobby's birthday, and Mother told him he could have a party," answered Mary.

"Why can't he have his party?" Roger asked. "Bobby is such a little boy. He won't want a big party, will he?"

"No, just the three Walker children," said Mary. "But there is no birthday cake for him."

Roger laughed. "Well, you can make cake, Mary," he said. "Good cake, too."

"But I can't make a cake today. Mother took all the eggs that were left. She took them to Mrs. North," said Mary.

"Oh, well, you will find more eggs when you get home," said Roger.

"I'm afraid not," said Mary. "The hens have all stopped laying."

"Can't you make a cake without eggs?" asked Roger. He had stopped laughing.

"But I can't use the stove." Now it was Mary's turn to laugh. "The stove is broken. Mr. Dickie came this morning and took away a piece that needed mending. He won't bring it back in time for me to make a cake."

"I guess you were right when you said things had gone wrong," laughed Roger. "Let's see if we can think of something."

Roger and Mary walked on. They could see smoke through the trees on the side of the hill. It came from Mr. Hall's sugar house. Mr. Hall owned many sugar maple trees.

Suddenly Roger smiled. "Oh, I have it, Mary. Bobby can have his party. And you won't need to make a cake.

"Get Bobby into his cap and coat. Tell your father we are going up on the hill. I'll get the Walker children and be back right away."



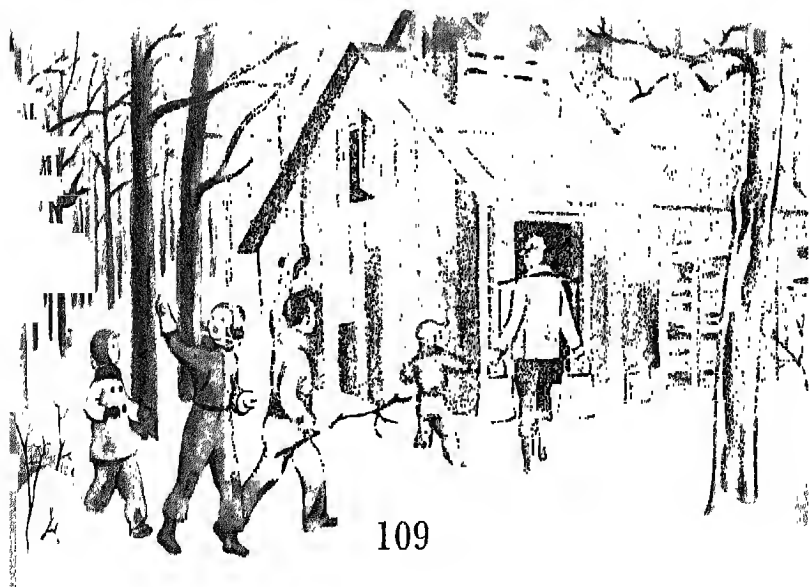
Roger was as good as his word. In no time at all he was back at the kitchen door with the three Walker children.

Then they all started off. Bobby ran ahead, shouting, "It's my birthday!"

The other children ran after him, calling, "Happy birthday, Bobby!"

Up into Mr. Hall's maple woods they went. They stopped by the door of the sugar house.

Mr. Hall had made a fire under two big pans of maple sap. He was boiling the sap down to make maple syrup.





"Mr. Hall," said Roger, "will you sugar off a little syrup for us, so that Bobby can have a party? Today is his birthday and his mother is away."

"Please, Mr. Hall," said Mary. "I can't make a cake for Bobby because the hens won't lay eggs. And the stove is broken so it won't cook for me."

Everyone laughed. Bobby cried, "Hens won't lay!" The other children shouted, "Stove won't cook!"

The maple sap in one of the pans had been boiled down to a sticky syrup. Mr. Hall filled another pan with some of this syrup and boiled it a little longer.



When the hot syrup was nearly ready to turn into sugar, Mr. Hall said, "Get bowls and spoons."

Roger gave everyone a spoon and a bowl filled with snow. Mr. Hall quickly poured the boiling hot syrup on the snow, and at once it turned into maple taffy.

"Oo-ooh! Maple taffy!" shouted all the children. "It's good!"

Roger grinned at Bobby's sticky mouth and fingers. "Bobby," he asked, "are you having a good birthday party?"

"Oo-ooh, yes!" answered Bobby. "I like maple taffy!"



Off to the Shore

Peter sat looking out of the window of the train. But he did not really see the trees and fields and houses that went by so fast. He was thinking about the place where he and Pam were going.

They were on their way to Pine Harbor to stay with Aunt Susan and Uncle Leamy. This was the first time they had traveled without their father or mother. Peter was taking care of Pam.

Uncle Leamy was a fisherman. He went out to sea in a large boat to catch fish. Sometimes he was gone for days at a time.

Peter loved the boat and the sea. When he grew up he would be a fisherman, too.

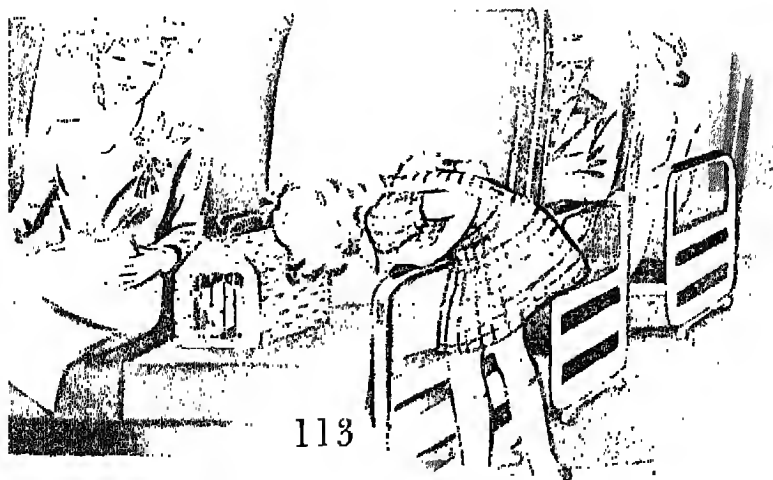
he sat there thinking, Peter found it to keep his eyes open. When he grew
le . . . would . . . go . . .

l this while Pam was looking around
car. Across from her was a lady in a
hat. On the seat beside the lady was
ket with a little wire door.

m looked at Peter. He was fast asleep.
e slipped off of the seat and looked
ugh the little door. She was right. It
a kitten.

he lady smiled at her. "Do you like
ns?" she asked.

es," said Pam. "I have one at home.
is white, and her name is Snowball."



"My kitten's name is Boots. Would you like to hold her?" asked the lady.

Yes, Pam would.

The lady raised the cover of the basket to take out the gray kitten. Boots was too quick for her. In a flash she was out of the basket. She was down on the floor. She was scampering away down the car.

Pam started after her. She saw Boots run under the feet of an old gentleman. Pam made a dive under his feet, too.

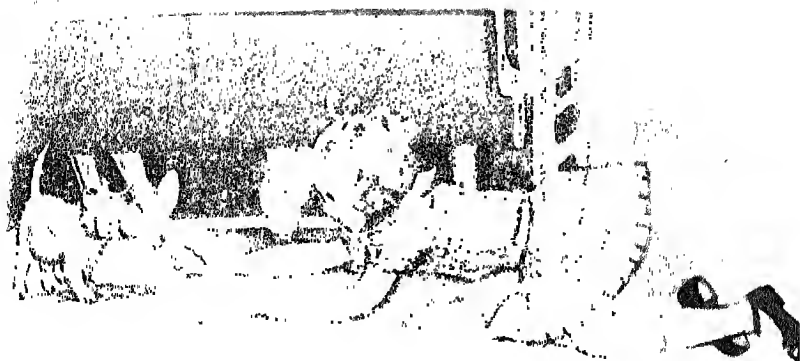
"Oh, dear me!" said the old gentleman. "What have we here?"

He tried to get his legs out of Pam's way. Boots tried to get away from his big feet. She was frightened. Up the back of the seat she climbed.

Then she dropped to the floor and was off again.

Everyone in the car was trying to catch the kitten. People were shouting, "Here she is!" "No, here she is!"

But Boots was always somewhere else.



Peter opened his eyes and looked about for Pam. Pam was looking for Boots.

The old gentleman stood up and waved his newspaper. "There she is!" he cried.

Pam looked. Out from under a seat came something. What was it? It had four legs like Boots. It had a fuzzy gray body just like Boots', but the head was not Boots' head.

Everyone was laughing. Then Pam saw what made the kitten look so funny.

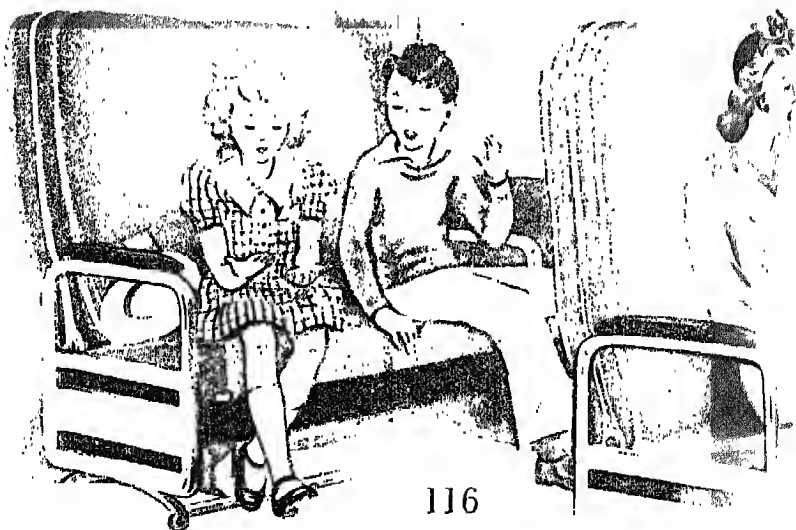
Her head was stuck in a paper cup that someone had dropped on the floor. There had been milk in the cup. Boots had smelled the milk and had tried to get what was left. The cup had stuck to her head.

Peter picked up Boots and pulled off the paper cup. He patted the scared little kitten to quiet her. Then he slipped her back into the basket.

Boots was purring when the lady with the pink hat got off at the next station. That was the last Pam saw of the kitten. She climbed back on the seat beside Peter.

Then she heard Peter say, "Look at you! You look dreadful!"

Pam looked. Her dress was covered with dust and dirt from the floor of the car. Peter was right. She did look dreadful.





"What will Aunt Susan say?" asked her brother. He turned his head away and looked out of the window.

Pam did not like to think what Aunt Susan would say. She tried to brush off the dirt, but her dress did not look any cleaner. Her hands were dirty and dusty, too.

Peter said, "There is a washroom at the back of this car. You can wash your hands, anyhow."

Pam went to the washroom. While she was washing her hands, she looked in the glass.

Suddenly she had an idea. She could do something about her dress.



In a second Pam had her dress off. Very carefully she turned it inside out, and put it on again. Then she looked in the glass. No one could see the dust and dirt now.

But one thing was funny. The pockets were not pockets any more. Pam did not care. She never used them anyway.

When she went back to Peter, he said, "Another of your silly ideas."

Peter sounded cross but Pam knew he thought it was a good idea, for his eyes seemed to smile.

Soon the train stopped at Pine Harbor. There was Aunt Susan waiting for them. Everyone was glad to see everyone.

They all got into the car and drove off.

On the way home Pam told Aunt Susan all about the kitten. Aunt Susan did not say a word about Pam's dress.

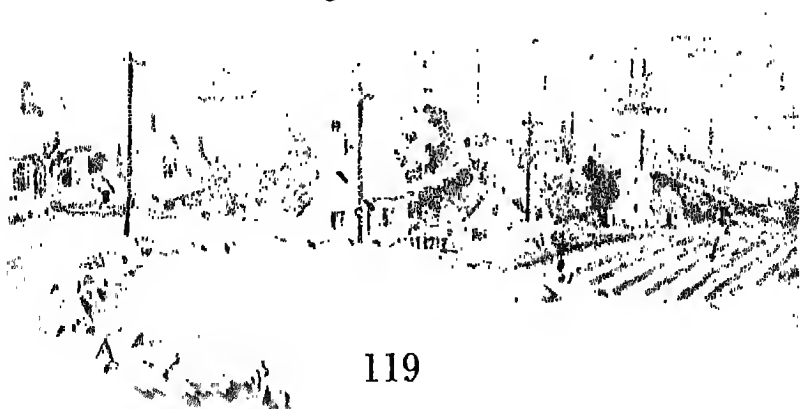
On went the car. Peter could remember every foot of the way to the cottage. There were the little white houses along the road. There was the sea.

And there were the boats in the harbor. Peter could hardly wait to get down to the docks.

"Is Uncle Leamy at home?" he asked.

"No," said Aunt Susan. "He is out with all the other fishermen. But you can find many things to do without him."

Peter took a deep breath of the sea air. He knew she was right. Just being at Pine Harbor was enough to make him happy.





What Uncle Leamy Brought Home

One day Uncle Leamy came sailing home, fish and all. The children met him at the dock. He smelled of fish.

"Come along," he said. "We are heading straight for home. Has Aunt Susan some good clam chowder ready? I'm hungry."

Aunt Susan was waiting for them.

"Chowder, Susan?" said he.

"Change your clothes first," said Aunt Susan. "Leave that fish smell outside in the shed before you come in."

Uncle Leamy changed his clothes. Aunt Susan gave him his chowder, and he ate four bowls of it. Then he sat back in his chair and looked at the children.

"You think I brought nothing but fish home from the sea, don't you?" he said. "You have a surprise coming. I brought something else."

"A shell?" asked Pam. She had heard of people finding shells in the sea.

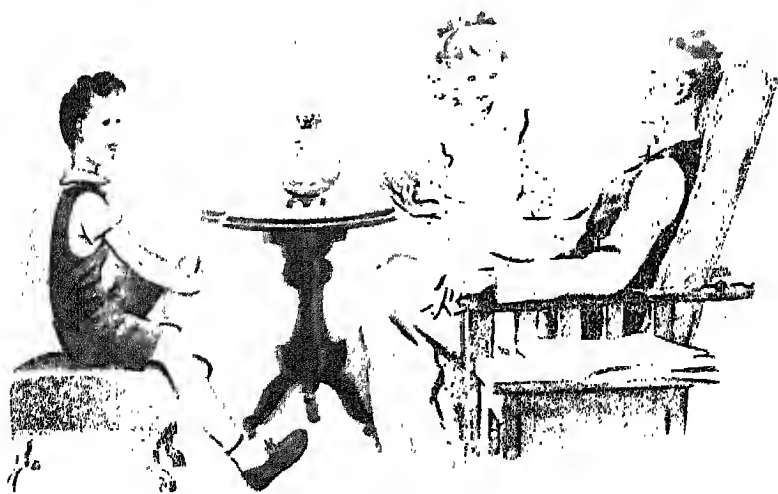
"No," said Uncle Leamy.

"Bird, beast, or fish?" asked Peter.

For a little while Uncle Leamy did not answer. He sat and looked far off. Then he said, "Paddy, the ship's cook, would hardly believe it when he saw it."

"Saw what, Uncle Leamy?"

"What I found." They laughed, for they knew he liked to have fun with them.



At last Uncle Leamy said, "It was a very strange thing. We were sailing past Rock Island. No people live on that island. There are no trees on it. It's just a rocky cliff in the sea.

"I was looking at the island and I saw a rock moving. Can you believe it? A rock moving on a cliff!"

The children looked at Uncle Leamy in surprise.

"You don't believe it? Well, I didn't at first, myself. I thought, 'That is strange. Rocks don't move like that. It must be some kind of animal.' So I got into a small boat and rowed to shore."

"What was it?" Pam could hardly wait.

"It was a seal, a baby seal, all by itself on Rock Island.

"Seals come to that island in spring. The others must have gone off to sea. Perhaps they were scared away. Some way or other, this poor little seal had been left behind."



"What does a baby seal look like?" Pam wanted to know.

"This one was like a fur ball. It had little eyes that looked at me very hard. It was making a crying sound."

"It was hungry," said Peter.

"Just so," said Uncle Leamy. "I picked it up. I tell you it was not an easy thing to do. I took the seal down to the boat and rowed back to the ship."

"You should have seen the men," he went on. "They could not believe their eyes. Paddy, the cook, was the one who thought up a way to feed it."

"How did he feed it?" asked Pam.

Uncle Leamy told her. "Paddy found an old glove. He cut a finger off the glove and made a hole in the tip. Then he filled a bottle with milk and tied the glove finger over the mouth of the bottle.

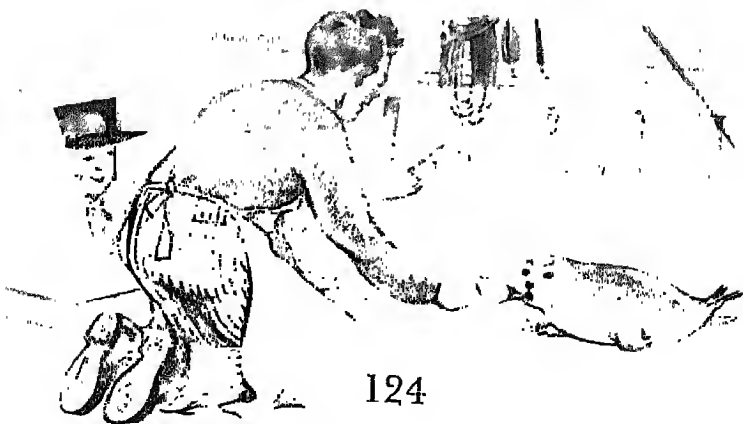
"You should have seen that baby seal drink the milk. We filled the bottle six times and still it wanted more."

"Where is the seal now?" asked Peter.

"Out on the ship," said Uncle Leamy. "How would you like to go out with me in the morning to see it?"

"Aunt Susan, too?" asked Pam.

"Oh, no," said Aunt Susan. "I guess I won't go this time. You can tell me all about it when you come home."





There they were the next morning, climbing up on the deck of the ship with Uncle Leamy. And there was the baby seal lying on the deck. Paddy was on his knees, holding the milk bottle to its mouth.

The children patted the warm, soft coat of the little seal. The seal wiggled its flat little black nose at them.

"What is the trouble, Paddy? You look worried," said Uncle Leamy.

Paddy held up the bottle he had filled with milk. "Just look at this, Captain," he said. "He won't drink any more."

"Why should he?" said Uncle Leamy. "He is a big boy now. He wants something besides milk. Get him some fish."



Paddy went off and soon came back with some small pieces of fish. Uncle Leamy put one into the seal's mouth. The seal opened its mouth, but the piece of fish dropped out on the deck.

Uncle Leamy tried again, and again the bit of fish dropped out. This time Uncle Leamy looked worried. He thought for a while. Pretty soon he had an idea.

"I shall have to teach that seal how to swallow fish," said Uncle Leamy. He put two fingers into the seal's mouth, as far back as he could reach.



Then Uncle Leamy said, "Throw in a bit of fish, Peter. Get it as far back as you can."

Peter threw in a piece of fish. Uncle Leamy took away his fingers. This time the fish did not fall out on the deck.

"That did it," cried Uncle Leamy. "He has swallowed the fish. Throw in another piece, Peter."

"Let me do it," cried Pam.

"All right," said Uncle Leamy. "Your turn next."

After the seal had swallowed four pieces, Uncle Leamy stopped the children. "Not too much the first time," he said.

"May we take the seal to shore?" asked Peter.

"No," said Uncle Leamy. "He is used to the ship. He has been on it most of his life. And he has lived longer than Paddy thought he would, too."

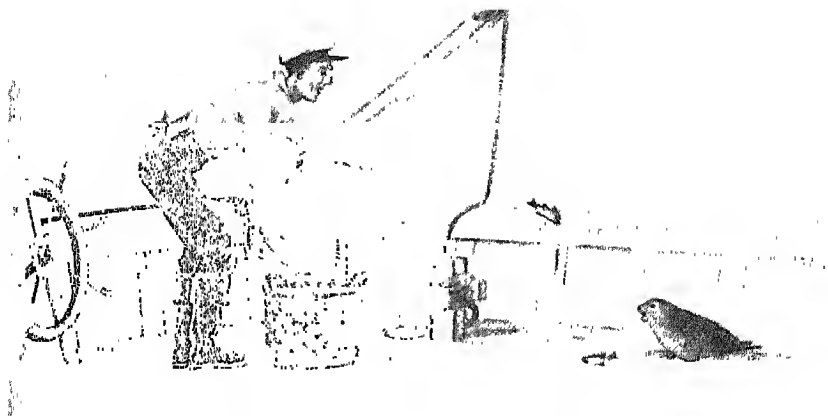
Paddy grinned. He said, "If this seal lives to grow up, it will be the first I ever heard of that was raised by a man."

"I think I can raise him," said Uncle Leamy, "if Peter and Pam will help me."

"How?" asked the children together.

"By catching little fish and feeding the seal until he learns to eat. That won't take long. He will soon learn to swallow by himself. Seals are smart animals," said he. "Just you watch."





Who Laughed Last?

Uncle Leamy was right about seals being smart. He was almost always right.

In three days the seal could swallow all by himself. He ate every one of the fish that Peter and Pam brought him.

Uncle Leamy said, "I told you Elmer was a smart animal, didn't I?"

"Elmer? Is that his name?" asked Pam.

"What else did you think it was? Of course that's his name," said Uncle Leamy. "Watch Elmer now."

He held up a little fish where Elmer could see it. Then he moved away. He threw the fish to the seal. Elmer tried to catch it, but the fish fell on the deck.

"Give him time," said Uncle Leamy. He threw another small fish, and another, and another. Each time Elmer tried to catch the fish, but he could not.

"Smart seal! Ha, ha!" laughed Paddy.

But just then the children gave a shout. Elmer had caught a fish.

"That's a good trick," said Pam. "Do it again, Uncle Leamy."

"Not now," he said. "I have to work on the nets. How would you like to throw for a while?"

He went to the bow of the boat.

The children took turns throwing the rest of Elmer's dinner to him. Sometimes he caught the fish. Sometimes he didn't.

When all the fish were gone, Peter and Pam started to the bow to find their uncle. Flap-flap, flap-flap came something behind them.

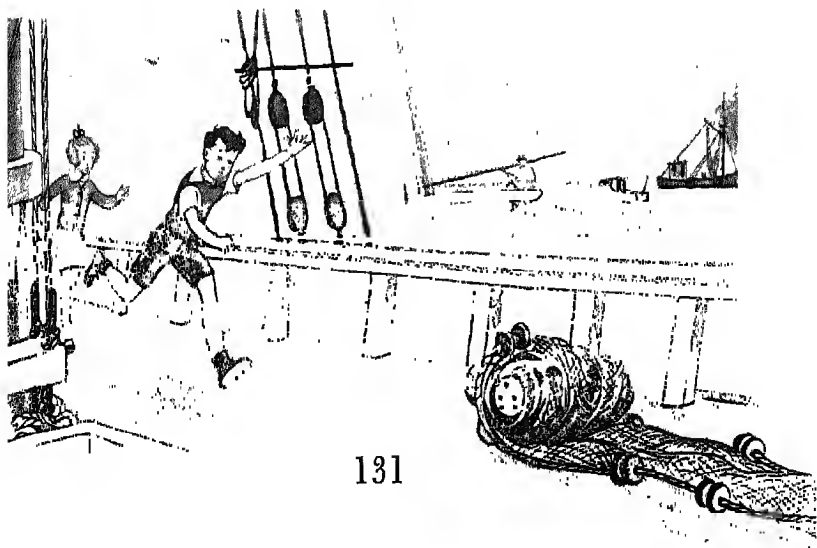
They looked back. Elmer was following them. It was surprising how fast he could travel along the deck on his flippers.

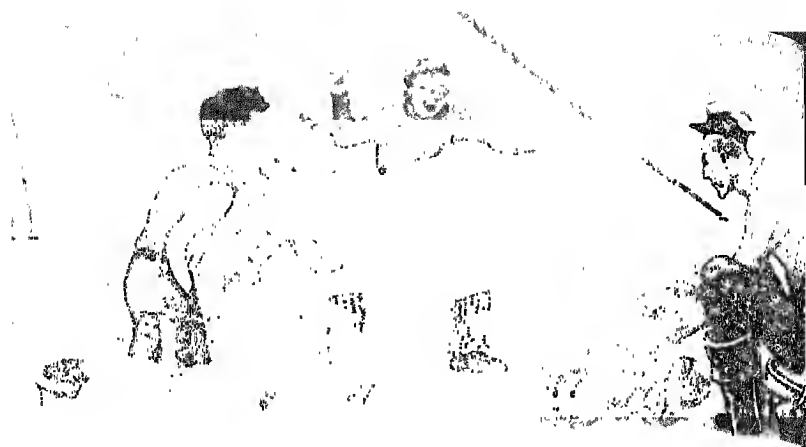
Paddy laughed. "Elmer likes to have Captain Leamy on the ship. He follows the Captain everywhere. He thinks the Captain is his daddy," he said.

The children found their uncle in the bow. The nets were lying on the deck. They had been carefully spread out to dry. The Captain was mending one of them.

Before the children could stop Elmer, the seal took the net in his teeth. Then he began to roll himself up in the net. Uncle Leamy knew nothing of it until Elmer rolled against the back of his legs.

"Rach! Rrraaaccchhh!" said Elmer.





Uncle Leamy was angry. All his work for nothing! Elmer barked as if he were laughing. Uncle Leamy didn't think it was funny. Elmer did.

It took a long time to get the seal out of the net.

Just as soon as Elmer was free, away he went, flap-flap along the deck, out of the Captain's reach. Now and then he turned his head around and looked at the Captain. He barked.

Paddy laughed. Peter and Pam laughed. At last even Captain Leamy laughed.

"Seals are smart animals," said Paddy. "Elmer is smarter than any other seal I ever saw. Come and I'll show you something."

The children followed Paddy back to the stern of the boat. So did Elmer. When they reached the stern, Paddy picked Elmer up and dropped him into the water.

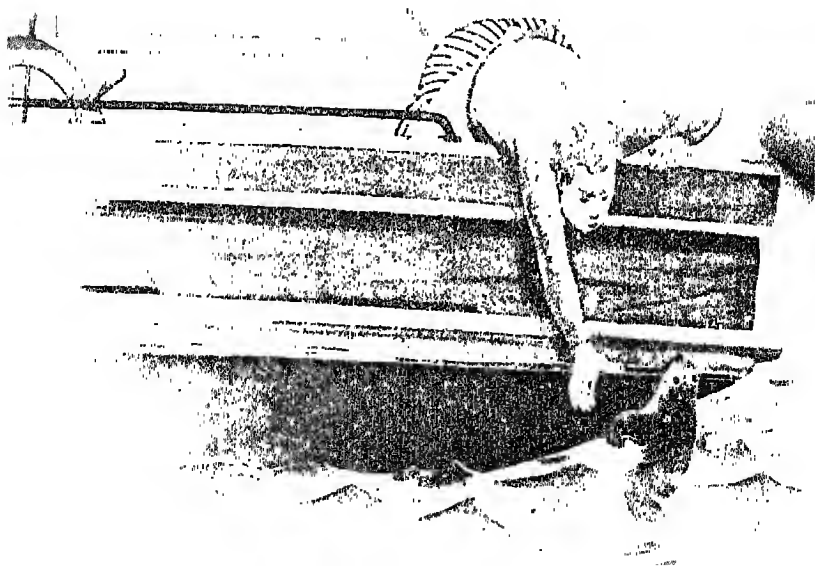
"Oh!" cried the children. "He is gone! He will swim away."

"You don't know Elmer," said Paddy, laughing. "Keep watching."

Soon Elmer's head rose up out of the water. He swam over to the stern, near Paddy.

"Jump, Elmer!" shouted Paddy.

Down went Elmer again. Then up he came, half way out of the water.



As Elmer came up, Paddy grabbed him by the flippers and pulled him onto the deck. Elmer barked and barked.

Just then the children heard their uncle calling, "All ashore that's going ashore."

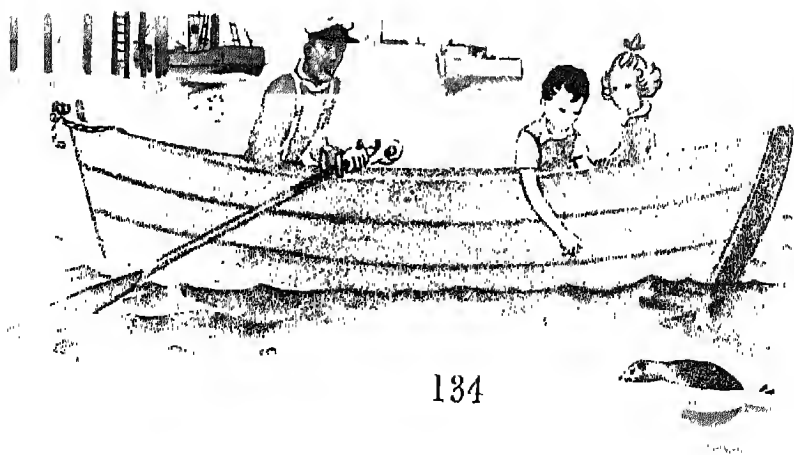
They patted the seal, said good-by to Paddy, and climbed into the rowboat with Uncle Leamy. He started to row to shore. Suddenly he stopped.

"What is wrong with Paddy?" he asked.

The children could see Paddy on deck. He was waving his arms and shouting, but they could not hear what he was saying.

All at once something rose up out of the water. It was Elmer.

"Go away!" shouted Uncle Leamy.



Down went Elmer, but soon he came up again nearer the boat. They could tell what he wanted. If Captain Leamy was in a boat, of course Elmer wanted to be in the boat, too.

There was just one thing to do and Uncle Leamy did it. He turned the boat around and rowed back to the ship. Elmer swam beside the boat, barking excitedly.

They reached the ship. Uncle Leamy climbed aboard. As soon as Elmer saw this, down under the water he went.

Then up he came with a great jump. Uncle Leamy grabbed his flippers. Once again Elmer was pulled up on the deck.

"How are you going to get away from Elmer?" laughed Peter.

"I'll show you," answered Uncle Leamy. "Row the boat around to the other side of the ship, Peter."

The Captain opened the cabin door. He went into the cabin and closed the door quickly, before Elmer could get in.

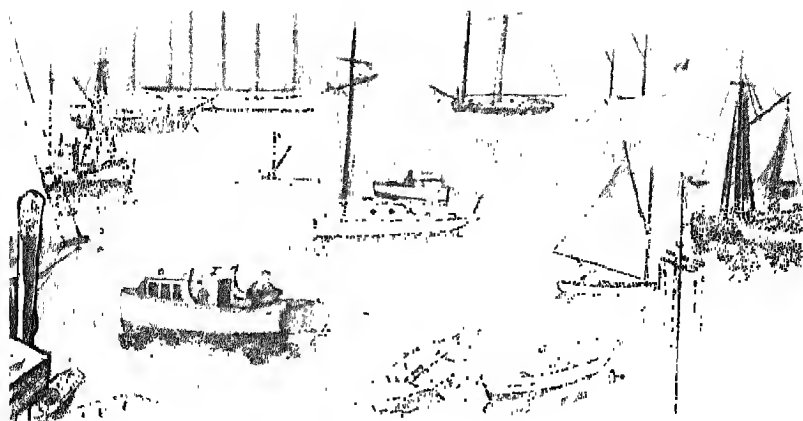
Peter and Pam rowed around to the other side of the ship. Uncle Leamy came out of a cabin door on that side of the deck. Without saying a word he climbed down into the boat and started to row away.

Elmer was still waiting with his nose against the closed door of the cabin.

"Don't let him see us, Paddy," shouted Uncle Leamy as they got well under way.

"I won't," Paddy shouted back. "But I'll be glad when you come back to the ship to stay. I'm getting tired of playing hide and seek with a seal!"





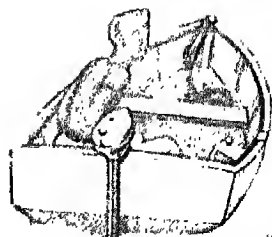
Boats, Big and Little

Do you remember what Peter wanted to do as soon as he reached Pine Harbor? He wanted to go down to the dock to see the ships in the harbor.

There were big boats and little boats. There were large ships like Uncle Leamy's, with tall masts and great white sails. Some had three masts and one had four.

Many of the small boats were catboats. Peter could tell a catboat, for it had only one mast and one sail.

Once some friends took Peter out in a catboat. He helped set the sail so that the wind would blow the boat the right way.



Not all of the boats were sailing boats. Peter could see rowboats of all kinds tied up along the docks.

There were motorboats, too. They had engines, or motors, that used gasoline like the engines in cars and airplanes. Peter could hear the noise from the exhaust of these motors almost any time of the day.

"Some of the small motorboats are just rowboats that have motors fastened at the back," Uncle Leamy said.

Peter like to watch these, because it was easy to see what made them go. He could see the propeller turning around in the water back of the boat.

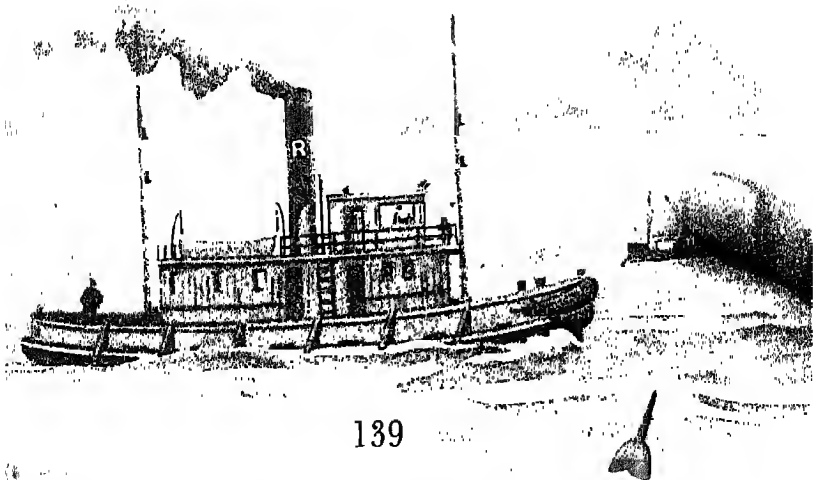
Uncle Leamy did not like motorboats. "Noisy, smelly things," he called them.

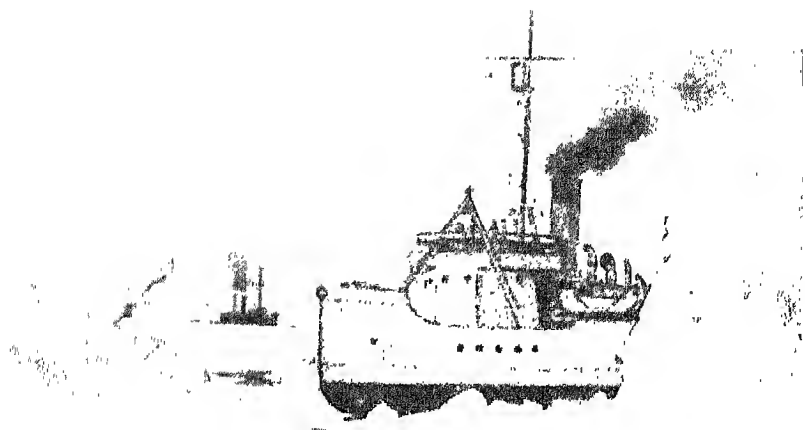
But Aunt Susan thought a motorboat was a handy thing to have around. It did not have to wait for the wind. It could go at any time.

Uncle Leamy told Peter about the boats in big city harbors. He spoke of ferryboats and of barges that must be pulled by tugboats.

"What is a tugboat?" Peter asked.

"A tugboat pulls or pushes other boats," answered Uncle Leamy. "It can pull five or six barges much larger than itself."





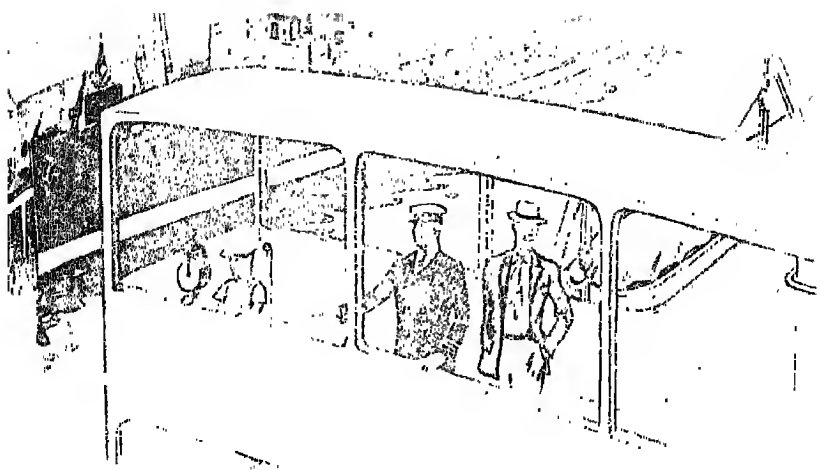
Peter wanted to know more about the boats of the Coast Guard. He had seen lifeboats in the lifesaving station.

His uncle told him that these boats were made so that they would not upset or go down. They were safe even when great waves washed over them.

"Does the Coast Guard have any other kind of boats?" asked Peter.

"Yes," said Uncle Leamy. "It has other kinds. Some of its big boats are used in the winter to break up ice in the harbors."

One day Uncle Leamy took Peter to large harbor to see some big steamboats. Uncle Leamy knew the captain of one of these ships.

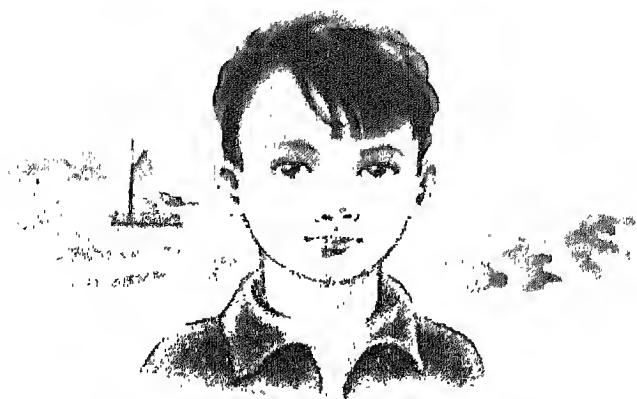


They went on this ship, and the captain took Peter all over it. The captain showed Peter the top deck and the bridge where the captain stood and watched the sea. Then he showed Peter the cabins.

There were cabins for many hundreds of people. There were game rooms, beautiful living rooms, and large kitchens.

Down in the engine room Peter saw the big engines that made the ship go.

Once Peter stood for a while on the bridge. He thought how fine it was to be the captain of a ship like that. But even then he knew he wanted to be a fisherman more than anything else in the world.



The Boy Who Found a Pebble

On one of the shores of a far-off sea lived Patrus with his father and mother.

All day long his father was out at sea, catching fish to sell in the city.

All day Patrus had to help his mother. He had to help mend the nets, milk the cow, get the eggs, and do the other chores about the house.

This may seem easy to you. Perhaps you could do all this quickly, with time left over. But with Patrus it was different. He was the kind of boy who is always getting into trouble. You might say that trouble and Patrus were brothers.

"Did Patrus milk the cow?" his father asked one day when he returned home.

Well, Patrus had set out to milk her. She was a quiet cow most of the time. Patrus milked until the pail was full.

Then he jumped up suddenly. That scared the cow and she kicked. Over went the pail, and all the good milk was spilled.

"Did Patrus sell the eggs in the store?" his father asked another time.

Well, Patrus had started out with his basket of eggs. But just before he got to the store, he caught his foot on something. When he fell, so did the eggs. Every one of the eggs was broken.

One day Patrus was told to mend the nets. But when he had finished, the nets were no better than they had been before.

Oh, me! When his mother saw this, she threw up her hands and cried.

"Go play on the beach," she said. "That is all you are good for. Maybe the waves will teach you something."



Patrus went to the beach, but he could not play. He was too unhappy. "Trouble always comes my way," he thought.

All at once he saw a pebble, a kind which he had never seen before. Black it was, with white stripes. He picked it up and closed his fingers around it. It felt different from other pebbles.

As he held it, suddenly he saw an old man beside him. Where he had come from, Patrus did not know. The old man was wearing a long yellow robe.

"That's a fine pebble you have there," he said. "Of what use is it to you?"

"As much use as spilled milk or broken eggs," answered Patrus.

The next thing Patrus knew, he was telling the old man all his troubles. Then he looked down at the pebble.

"If this were a magic pebble, I would wish on it," he began. "I would wish . . ."

The old man stopped him. "Give me the pebble. I can use it better than you can."

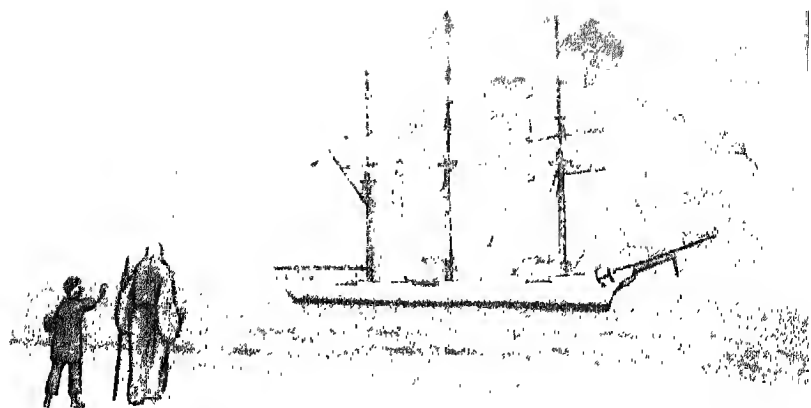
Patrus looked at the pebble. It was not magic. He might as well give it away.

So Patrus placed the pebble in the old man's hand. The old man smiled a strange smile when his fingers closed on the stone. He looked hard at Patrus.

"What would you wish if the pebble were magic?" he asked.

Patrus waited a minute. Then he said slowly, "I would wish to learn this—how to think my way out of trouble when I get into it."

The old man shook his head. "That is a hard wish to make come true," he said. "But I will try to help you."



As he said this, the old man threw the pebble far out to sea. Patrus watched to see the splash. But it was something very different that he saw.

There before the eyes of Patrus rose a great ship, with all the sails spread.

The next minute he was walking on the deck of that very ship. He felt the wind in his hair as the ship sailed on. The old man was gone.

Patrus looked over the ship from bow to stern. He was the only one on it!

Now one good thing could be said for Patrus. He was not afraid. He was not even afraid of being alone on a great ship that sailed by itself.

Night came on, and still the ship sailed along through the dark. When the sky was red with the first light of morning, Patrus saw a small island in the sea ahead.

Soon he was standing on the beach of that island. The ship was gone, as if it had never been.

Patrus was alone on the island as he had been on the ship. Still he was not afraid.

But he was thirsty. The salt sea was all around him. But he knew it would do no good to drink salt water.

Patrus heard a sound behind him. He turned and looked into the large brown eyes of a friendly cow. Beside her was a pail.





Patrus sat down on a stone and began to milk. Then he stopped.

"I must think," said Patrus, for he knew this milk must not be spilled. So for the first time in his life, Patrus set out to think what he should do.

After he had thought for a minute, he began to talk quietly to keep the cow from being scared. "Good cow," he said. "Fine cow to give me milk to drink."

In five minutes the pail was full. Not a drop had been spilled. Patrus had a long drink of milk.

When Patrus had finished drinking, he looked around. The cow was gone. He was alone once more.

And there on the beach was a basket of eggs. Patrus ate some of the eggs.

Now that he was no longer hungry or thirsty, Patrus felt sleepy. But the beach was no place to sleep. "The sun is hot and the water may come in and carry me out to sea," he thought.

Patrus had never before done so much thinking.

"I will go up on the hillside and sleep in the shade," he went on.

Still thinking, he picked up the basket of eggs. "They will make a fine lunch," he said to himself.



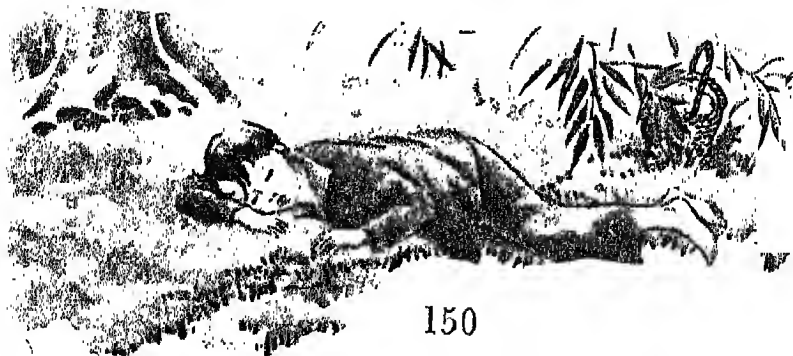
Patrus thought even more. "I must walk carefully," he said out loud. "If I don't, and the eggs are broken, I shall go hungry."

You may not believe me when I tell you this, but it is so. Patrus could have caught his foot fifty times or more on sticks and stones, but he did not. He was watching the road ahead.

He found a place under the spreading branches of a large tree. He put down the basket, and not one egg was broken.

As soon as he lay down on the ground, he went to sleep. When he opened his eyes, there stood the old man in the long yellow robe. "You must go home now," he said to Patrus.

"Home?" said Patrus. "Why?"





"Your wish has come true," said the old man. "What you have learned on this island you will not forget."

In his hand was the black and white pebble. Again he threw it far into the sea. Again a great ship rose, and Patrus found himself on it. But this time the old man was there with him.

"Now you see how thinking can save you trouble," said the old man.

It was true. The old man was right. Patrus had thought what to say to a cow to keep her quiet. He had thought how to carry eggs without breaking them. He had used his head to find a safe place to sleep.

Patrus had really learned to think.



Where was the trouble that had always worried him? The old man seemed to read his thoughts. "Trouble is not trouble," he said, "if you only look ahead and think your way through it."

When Patrus returned, everything was the same. That is, everything but Patrus.

Not that he was free from trouble. But from that time on, when he had work to do, he thought his way through it.

His mother and father could not guess what had changed him so. And for the life of him, Patrus could not find words to tell them. All he could ever say was, "I found a pebble . . ."

The Crow and the Pitcher

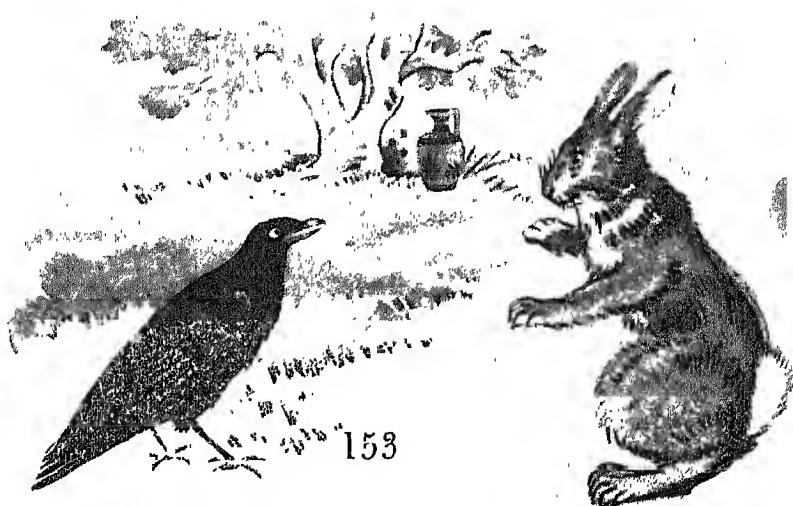
"I wish I could find some water," said Mrs. Crow one afternoon. "I have not had a drink for a long time."

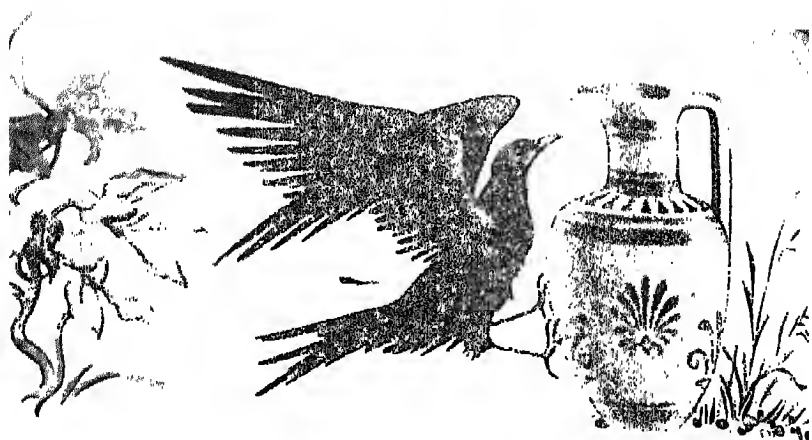
"I know where you can find some," said Mr. Rabbit.

"Do tell me," said Mrs. Crow. "I am so thirsty."

"Do you see that tree over there?" asked Mr. Rabbit. "There is a large pitcher of water beside it."

"I see it," said Mrs. Crow. "Thank you, Mr. Rabbit. You are very good. I will go at once."





Mrs. Crow flew quickly to the tree.

"Yes, here is the pitcher. Now I shall have a good drink," she said.

But the pitcher was tall and there was not much water in it. Mrs. Crow tried to drink, but her bill was not long enough to reach the water.

She tried first on one side of the pitcher, and then on the other. She could not wet even the tip of her bill.

"What shall I do?" said Mrs. Crow. "I must have a drink."

She stood still and thought for a minute.

"Perhaps I can break the pitcher," she said. "Then I can get a drink as the water runs out."

She pecked it with her bill and kicked it with her foot; but it did not break.

"No, it is too hard," she said. "I can't break it. Perhaps I could tip it over."

She pushed against the pitcher, but she could not move it. So then she stopped and thought again.

"I will try another plan," she said.

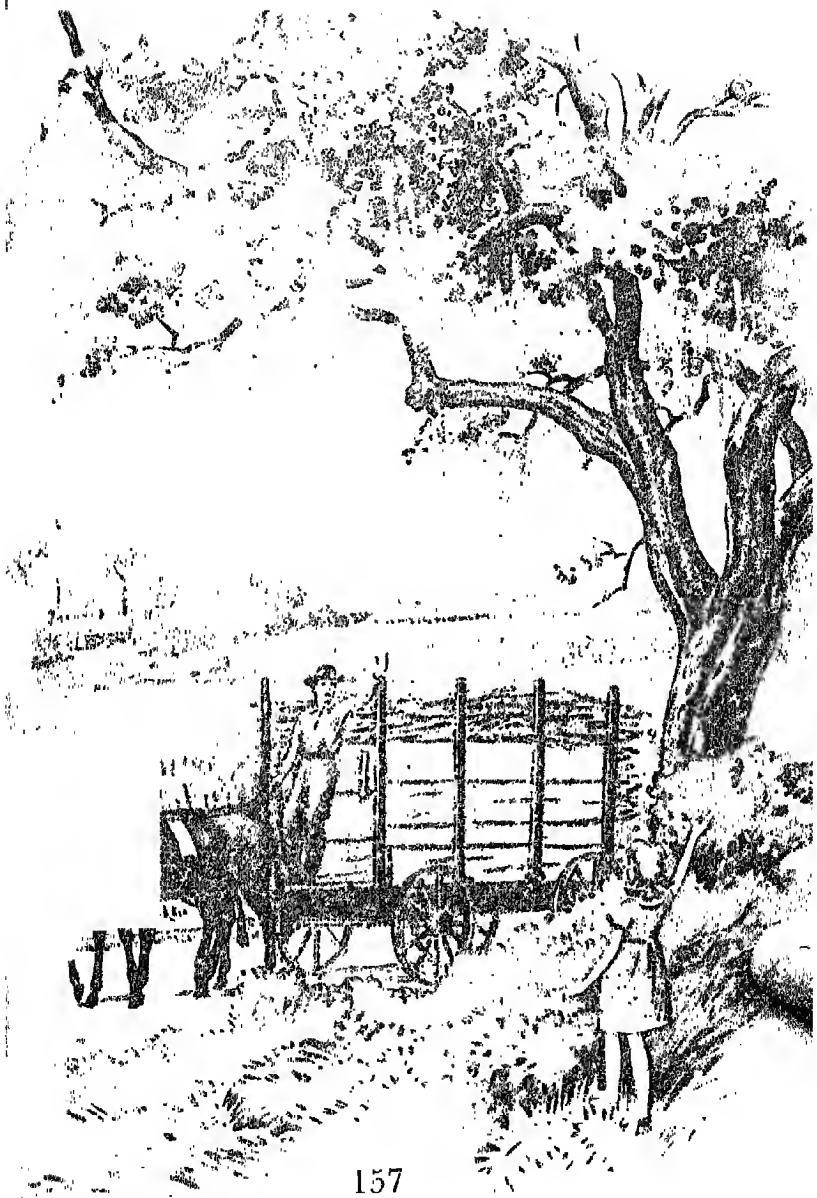
Near the pitcher there were many little pebbles. She picked up one in her bill and dropped it into the pitcher. She dropped in another and another.

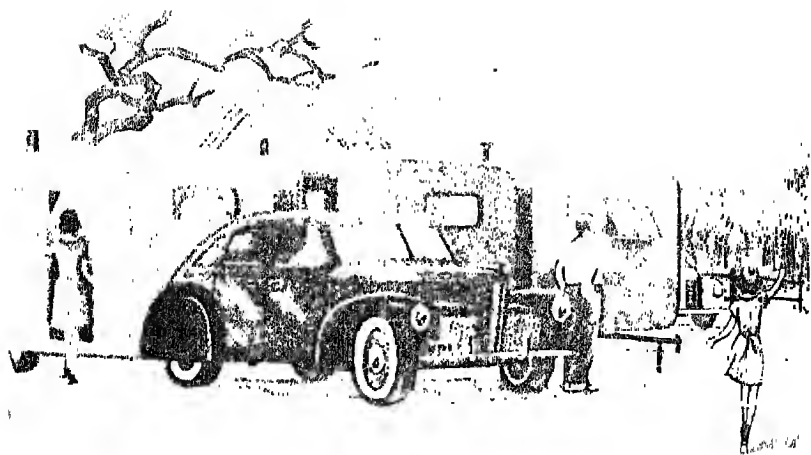
She kept on dropping in pebbles until the water reached nearly to the top of the pitcher. Then Mrs. Crow had a drink

"Where there is a will there is a way," she said as she flew off.









The Green Tent

Father drove the car, with the trailer behind, into the camping ground. Then he picked a good place to park and stopped.

Ruth hopped out, her eyes shining. "Oh, Mother!" she cried. "It seems just like summer here."

It was fall, but it seemed like a summer day. A great field of sugar cane stood beside the road. Above the tall stalks waved long green leaves, shining in the sun.

"It's like a little forest. May I walk in it?" asked Ruth.

Mother was starting to get lunch. "Go only a very little way," she answered.

"I won't go far," said Ruth.

She took Mary Ann, her doll, with her. Mary Ann was dressed just like Ruth, in a pink dress and cap.

Ruth walked between two rows of cane stalks. On each side of her the stalks grew so near to one another that she could hardly see between them. Over her head the leaves were waving like ribbons. They whispered softly.

Ruth made up a little song about the leaves and sang it to herself.

"Long leaves, very long,

Whispering your pretty song."

On she went, then stopped suddenly. She had stepped right into a green tent!





Yes, it was really a tent, even if it was made out of sugar cane. Stalks from two rows had been pulled together and tied over the open place between the rows.

Inside the tent was a little table, set with cups and dishes made of gourds. There was even a gourd bowl filled with bright yellow flowers.

"Why, Mary Ann," said Ruth. "It's like a fairy house in a fairy forest."

Ruth sat down on the dirt floor and made believe that she lived there. Her mother had to blow and blow and BLOW the horn to call her to lunch.

“Good-by, fairy house,” said Ruth. “We are coming right back to you.”

But that afternoon Ruth had to go with Father and Mother to get some food for dinner. It was dark when they drove into the camping ground again.

Next morning after breakfast, Father set up his camp chair and began to paint a picture of the fields of cane.

Ruth dressed Mary Ann all in yellow. Then she took her doll and again started off for the sugar cane field.

“I won’t go far,” she called back. “The green tent is near the camping ground.”

Ruth walked and walked, but no green tent did she see. She tried another row, and then another, walking and looking. Never a sign of the green tent! She felt like crying. She tried one more row.

She ran down the row. There it was at last! But suddenly she stopped.

Two little girls had just popped out of the door of the green tent.



"Oh!" cried Ruth. "Really, truly girls in a really, truly tent! I was so afraid I had lost it. It looked like a tent that a fairy might have made."

"No," laughed one of the girls. "A tall man with long legs and not much hair on top of his head made this tent."

"Yes," said the other. "Our daddy built it. He makes a tent like this every year. Come in. This is Rose and I am Alice."

"I am Ruth," said the new girl, as she followed the others into the tent.

Then she caught her breath quickly. There was Mary Ann's pink cap, which had been lost the day before. It was on Rose's doll.



Rose held out the cap to Ruth. "We could not guess who left this cap. Now we see who owns it," she said.

"Mother will make me some more," said Ruth. "Take this one, too." She pushed Mary Ann's yellow cap into Rose's hand.

The girls played house all morning. They made believe they were eating from the gourd dishes. Rose showed Ruth how to chew pieces of cane to get the sweet juice.

"We are glad you got here when you did," said Alice. "Today is—no, we won't tell you now. We want it to be a surprise."

Next morning Ruth did get a surprise. The sugar cane forest was almost gone.

Some men were moving along the rows, cutting off the long green leaves. After them came other men. These men cut down the tall stalks.

"Oh, oh!" cried Ruth. "The fairy forest is gone! The fairy tent is gone! Oh, dear!"

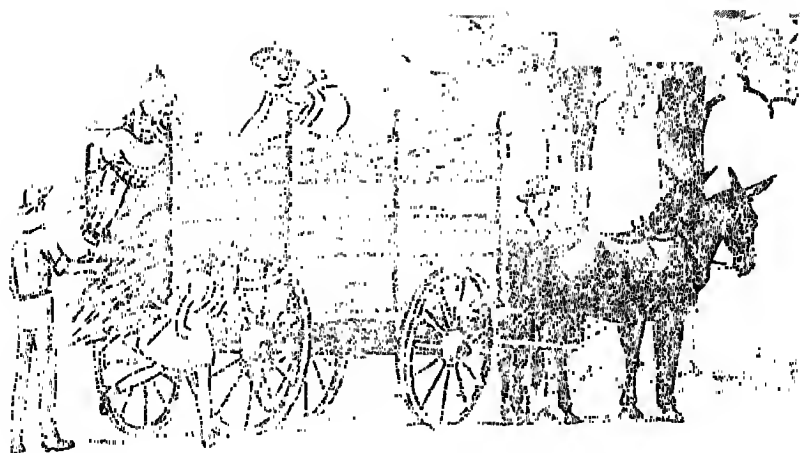
Then she felt Alice and Rose putting their arms around her.

They said, "Don't feel bad. We are going to have even more fun than we could have in the tent. Come on. Your mother says you may go with us and see everything."

In just a minute or two along came a big wagon with high sides. It was pulled by two black mules. In the wagon sat Mr. Browning, the girls' father.

Mr. Browning drove the mules up and down the rows. As the wagon went along, his helpers filled it with the cane.

When the wagon was full, Mr. Browning called, "Time to ride."



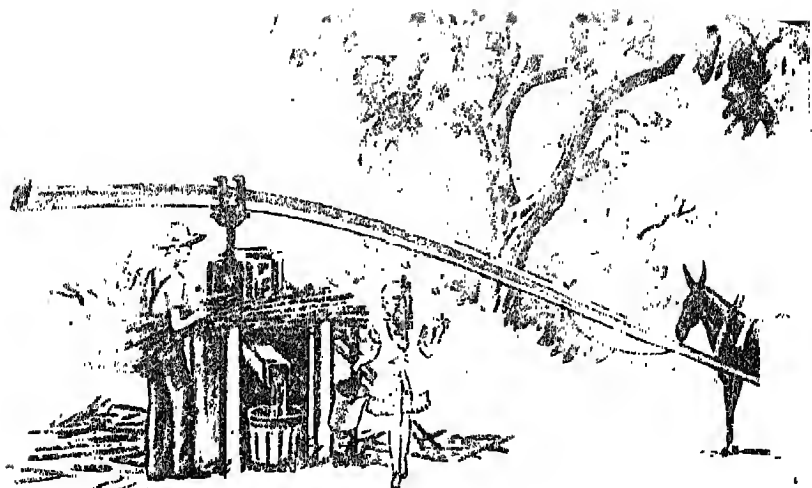
The girls climbed on top of the pile of stalks. Off went the wagon, rumbling down the road. Mr. Browning stopped the mules in the shade of some tall trees.

"All out for the sugar mill," he called. He held out his arms to catch the girls, as they came sliding down from the wagon.

Ruth ran here and there, looking and looking. There was so much to see!

On one side was the sugar mill. A man was putting the stalks of sugar cane into the mill.

A mule walked round and round the mill, making it squeeze the cane. It squeezed the cane so flat that the juice ran out of it.

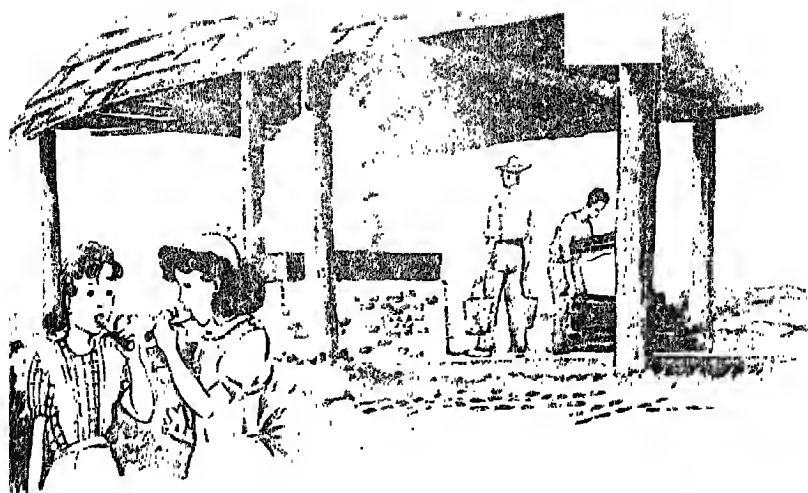


The juice ran into big pails which were placed on the ground to catch it.

On top of a fireplace near by was a large, flat pan. Into this pan the men poured the sugar cane juice. Then it was boiled into molasses.

The three girls had an exciting time all day long. They helped by bringing wood for the fire. They placed pails to catch the juice as it was squeezed out of the cane.

They had fun, too. They dipped bits of sugar cane into the hot molasses and made suckers. The suckers were good and oh, so sticky!



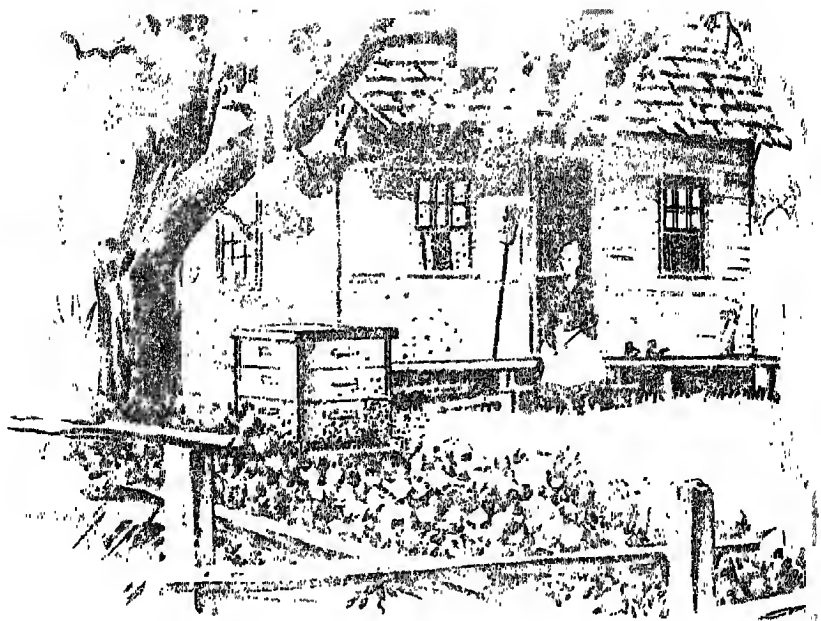
Picnic dinner was fun. Riding home in the wagon was fun. Ruth made up a song for the wagon wheels as they rode back to the trailer camp.

“Rumble along, rumble and ride.

Friends are we, side by side.”

When she hopped out beside her trailer home, Ruth thanked the Brownings for the good time. She thanked them, too, for her presents, a little brown jug of molasses and some sugar cane suckers.

Ruth thought this was the most delicious molasses she had ever had. How good it would be on her breakfast toast!



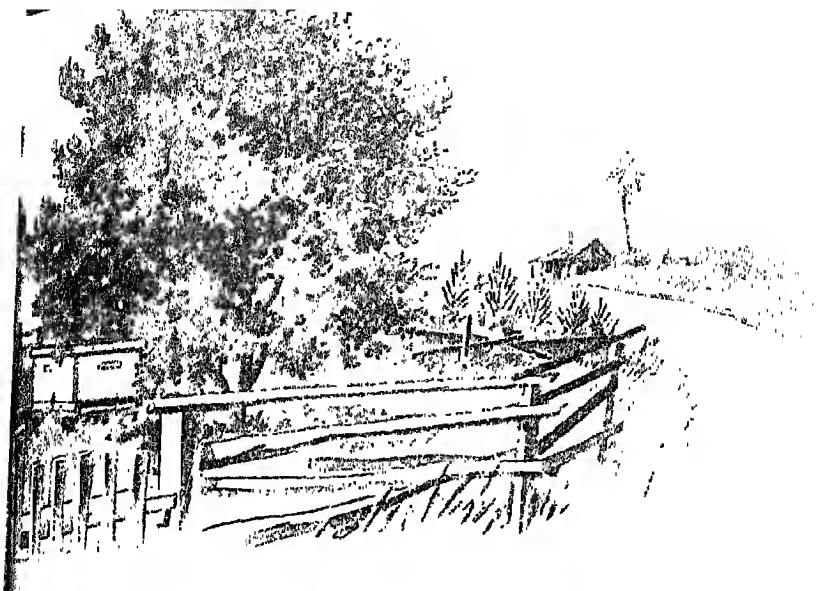
Along the White, Sandy Road

Aunt Susie Annie's little house stood by a white, sandy road, away down South.

An old tree spread its friendly branches over the little house.

In front was an orange tree covered with white, sweet-smelling flowers. Aunt Susie Annie could smell them as she sat on the doorstep with a big spoon in her hand.

A new white beehive stood under the orange tree.



Near the new beehive was an old gray beehive that had once been white. It was set in the middle of a bed of petunias, beautiful pink, red, and purple petunias.

A broken fence went around all this. It went around the old tree and the sweet-smelling orange tree. It went around the new beehive and the old gray beehive.

It went around the red and pink and purple petunias, and the little house with Aunt Susie Annie on the doorstep.

Aunt Susie Annie was sitting there this fine morning, keeping her eye on her bees.

The old beehive was full of excited bees. They were going in and out of the hole that was the front door of the beehive.

Aunt Susie Annie knew why the bees were so excited. They were getting ready to swarm.

There were too many bees in the old hive. There was the big queen bee, and the hundreds of worker bees, and many little baby bees. There were other bees, too, that did no work at all.

Soon about half of the bees would leave the beehive and fly away in a swarm. They would follow the queen to a new home.

So Aunt Susie Annie sat on the doorstep with the big spoon in her hand. She was waiting until the queen and her swarm of followers came out of the beehive.

Then Aunt Susie Annie would get the old dish pan that was lying on top of a barrel near by. She would run around under the swarm of bees, beating the pan with the spoon, and shouting.

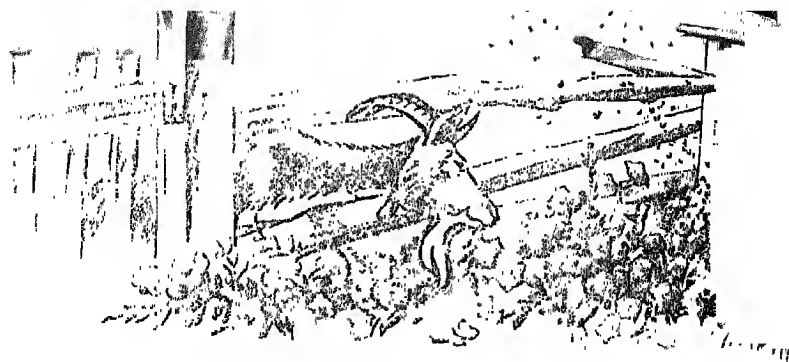


The bees would be frightened by the noise, and would try to find a safe place.

Aunt Susie Annie hoped they would fly into the new beehive that was under the orange tree. Then she would have another hive of bees making honey for her.

Aunt Susie Annie could hear Sammy Simms and his brother, Tubby, shouting as they came along the road. Every day they came to eat bread and honey.

It was hot. Aunt Susie Annie kicked off her shoes. She dug her feet into the warm, white sand and smiled.



Sammy Simms' old billy goat, Crosspatch, came wandering down the road. Crosspatch liked to climb over the fence and eat Aunt Susie Annie's purple petunias.

The last time Crosspatch had climbed the fence, he had stuck his nose into the front door of the old beehive. An angry bee had stung him on the nose. Hundreds of other bees had chased him away.

So Crosspatch did not like bees. And Aunt Susie Annie did not like Crosspatch.

This morning Crosspatch just put his head on one side and worked his horns and whiskers through a hole in the fence.

He just looked at Aunt Susie Annie and chewed fast. He worked his whiskers up and down like a pump handle.



"What do you want around here?" said Aunt Susie Annie, looking at Crosspatch.

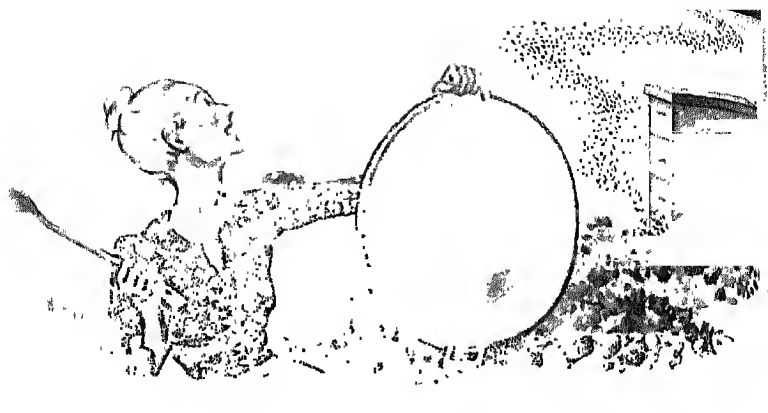
"Baa!" said Crosspatch. "Baa-aa!"

"Get away, you old good-for-nothing," said Aunt Susie Annie, waving the spoon.

"Baa-aa!" said Crosspatch, chewing fast and working his whiskers up and down.

A bee flew past his nose. He quickly worked his head and horns out of the hole in the fence. Then he said "Baa-aa!" again, and wandered down the road.

Aunt Susie Annie sat still. Her head dropped down, down, down until it was leaning against the door. A soft, low sound came from her mouth. Z-z-z-z! She was asleep.



Suddenly there was a quicker, louder buzzing around the old beehive. The bees seemed even more excited than before.

Aunt Susie Annie opened her eyes and looked about her.

It was not a minute too soon. The queen bee and her swarm of followers were just flying off into the air.

"Oh me, oh my!" cried Aunt Susie Annie, jumping up. "My bees! They are going!"

She grabbed the dish pan from the top of the barrel and began to beat on it with the big spoon. Pang! Pang! Pang!

Up, up, up rose the bees in a buzzing, black cloud. Pang! Pang! Pang! Aunt Susie Annie beat on her dish pan.

The bees rose higher in the air. Aunt Susie Annie climbed on top of the barrel and raised the pan over her head.

Pang! Pang! Pang! CRASH!

The barrel top had broken in. Down went Aunt Susie Annie into the barrel. She let go of the dish pan and it landed on her head. There she sat, with no room to move and the dish pan on her head!

After the first terrific surprise was over, she gave a little laugh. "Oh me, oh my! What a thing to do!"

She tried to push herself up, but it was no use. She could not move. There was nothing she could do but sit there.



The sun was hot. Before long she was asleep again. From her mouth came the same soft sound. Z-z-z-z-z!

Crosspatch, wandering home, looked through the fence. Then he squeezed his horns and whiskers through the hole. He looked at the beehive and chewed. His whiskers worked up and down like a pump handle.

All was quiet around the beehive, but from the barrel came a buzzing noise. Z-z-z! Crosspatch stopped chewing and looked at the barrel. "Bees!" he thought.

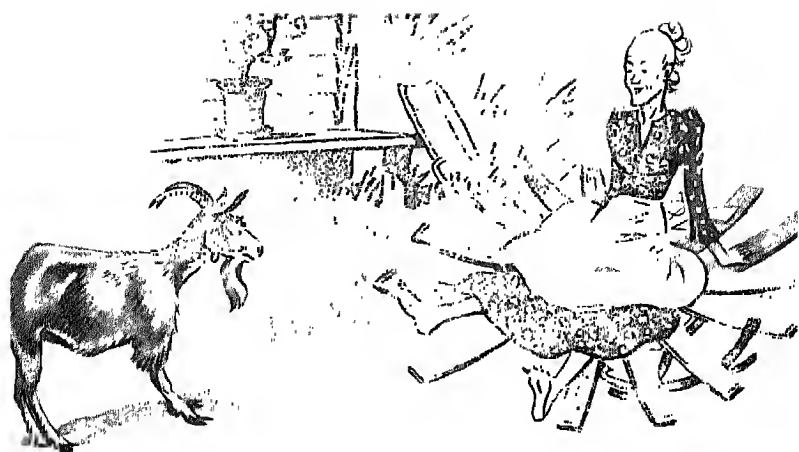
Sammy Simms and Tubby came running down the road, calling; "Aunt Susie Annie! Oh, Aunt Susie Annie!"

Aunt Susie Annie was nowhere to be seen. She did not answer from the house.

"She's gone somewhere," said Tubby.

"But she didn't have on her shoes," said Sammy Simms. "Where can she be?"

The boys stood there, trying to think what to do.



Crosspatch could not stand it any longer. He had to know if there were bees in that barrel. He worked his horns out of the hole in the fence. He backed off and jumped over the fence and right into the petunia bed.

With his head down he ran at the barrel.

CRASH! The barrel fell apart and the pieces spread out like a big flower. And in the middle of the flower sat Aunt Susie Annie.

Crosspatch backed away in surprise.

"Oh, me, oh my!" said Aunt Susie Annie. "Can't a lady go to sleep for a little while without being struck by lightning?"

Sammy and Tubby helped her to get up. It was hard to make them understand why she was in the barrel anyway.

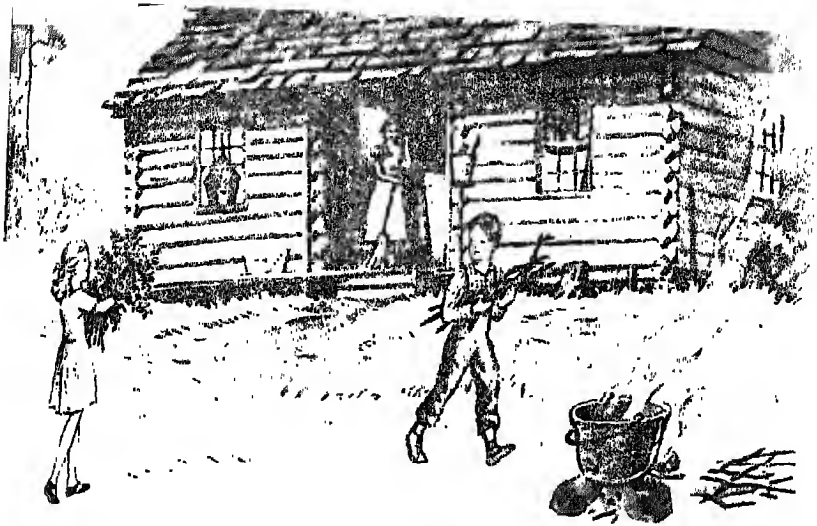
Suddenly she remembered her beehives. "My bees!" she said. "They are gone!"

"That's what we wanted to tell you," said Sammy Simms. "We just saw your bees swarming on the old tree. Look! You can see them hanging on a branch."

The boys were right. The black swarm of bees was hanging from a branch of the old tree that stood beside the house.

"My! I'm glad I know where they are," said Aunt Susie Annie, pulling on her shoes. "Let's see if we can get them to go into that new beehive where they belong."



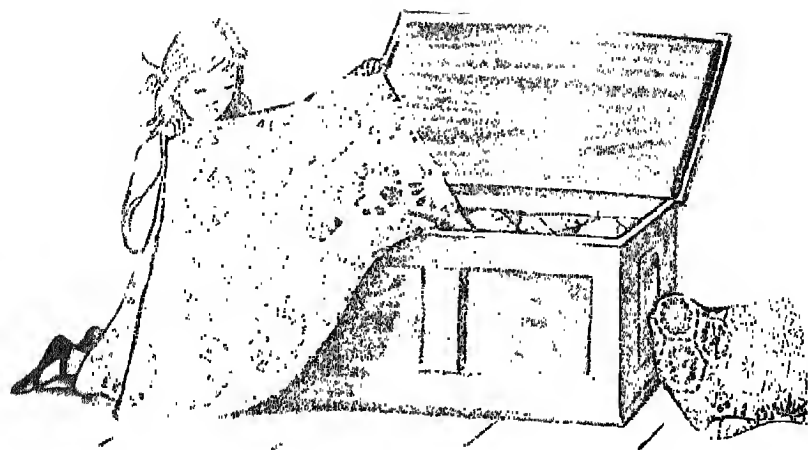


The Whoopee-Hide Adventure

The little house, sitting high up on Pine Hill, was shining like a new penny.

Fine smells rose from the row of big cooking pots set by the old stone fireplace. Other smells came from the even larger cooking pot out in the yard.

Bobby Boy kept bringing in more wood for the fires. His sister, Polly, was doing the last things to get the house ready for the people who were coming. She was putting green branches in the lovely brown jugs her Uncle Toby had made.



There was one more thing to do. "I am glad Mother said I could pick out the quilts to spread on the beds," she thought.

She opened the box where Mother kept her quilts. Mother had made a patchwork cover for each quilt by piecing together little bits of colored cloth in a pattern.

Each quilt had a different pattern. Each pattern had a name, and Polly knew every one. She picked out two quilts.

The patterns were "Wagon Wheel" and "Mother's Flower Garden."

But the pattern Polly liked best was the one Mother had just finished piecing together. It was called "Bear's Paw."

This pattern was very old. Long years before, a woman had seen the print of a bear's paw near her cabin door. She made the print into a patchwork pattern.

Mother had finished piecing the "Bear's Paw" just six days before.

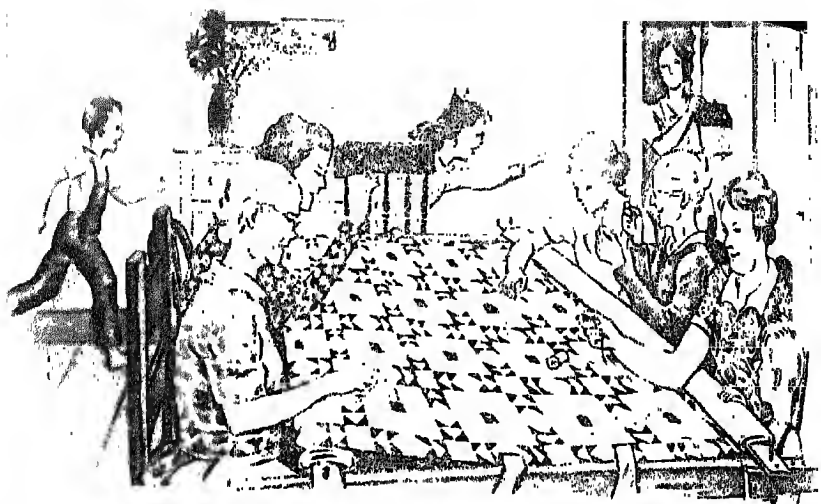
Today Mother's friends were coming from far and near to make the patchwork into a warm cover for a bed. When many hands helped it took only one day.

Polly finished spreading the covers on the beds, and went out into the big open hall. She looked proudly at the "Bear's Paw" patchwork that was hanging there on the quilting frame.

Suddenly Bobby Boy shouted, "Here they come!"

First came Aunt Betsy Brown and her six children. Each one of them was bringing something good to eat. Even little Sally had a jug of honey.

Aunt Betsy was carrying a large pot filled with meat and vegetables just off the fire.



Next came Cousin Judy with cake in a basket. Her two boys and their yellow dog danced beside her. Then came deaf old Grandmother Hunter, Mrs. Jake Harding, and even dear old Miss Meeting.

Every woman of Pine Hill was on hand.

They all sat down at once around the quilting frame and began to work. They talked and laughed as they worked.

The children, too, had their work to do. Bobby Boy and the other small boys went running off to get firewood. They shouted and pushed each other as they ran along the paths.

The girls had to keep the fires going under the cooking pots. But they played all kinds of games, too. The best game of all was "Whoopee Hide."

Polly was IT because the party was at her house. As the others scampered off, Polly sang the Whoopee-Hide song.

"A bushel of wheat, a bushel of rye.

All not ready, shout out 'I'."

Polly sang about the bushels of wheat and rye three times. By then there were no more shouts. So she called "Whoopee" to tell the others that she was coming.

Then she set out to hunt for them.

Polly had a long hunt before she found the children, who were hiding behind rocks and stumps.

Was everyone in? No, not all. Where was little Sally?

The other girls hunted, but never a sign of little Sally. Aunt Betsy and all the others left the quilting frame and the boys, too, started to hunt.



Where could the child be? They looked everywhere, running around the house and across the yard. At last they all ran down the path that led to the spring.

Near the spring Polly saw something under the big wash pot that was turned upside down. It was a bit of bright pink cloth.

Yellow Dog saw it, too, and barked and pawed at the pot excitedly.

Many hands took hold of the big pot and raised it a little way. There, under it was poor little Sally, curled up in a ball.

Out she rolled, so glad to be free that at first she could not say anything.

At last the words came.

"I saw this pot leaning upside down against a rock," said Sally. "I thought it a grand hiding place. I squeezed in under it. Then bang! Down it fell on top of me."

"If a stone had not held it up a little bit, I would not have had a breath of air."

"Let's be thankful for that stone," said Aunt Betsy Brown, as she took Sally in her arms.

As they all marched back up the path, they began to sing a thankful song. And they were truly thankful that little Sally's whoopee-hide adventure had turned out so well.





Peanuts for the Circus

"Peanuts! Fresh, roasted peanuts! Here you are, boys and girls! Get your fresh roasted peanuts! Only five cents a bag!"

The peanut man was shouting loudly as Jerry and his father went into the big, crowded circus tent.

Of course Jerry bought a bag of peanuts. He ate some, but he gave most of them to the elephants that were standing near. Jerry stopped to get another bag. Then he and his father climbed up to their seats.

While they were waiting for the parade to start, Jerry said, "Some day I'm going to have a peanut tree in my own yard."

"That's a good idea," said his father, "but I am afraid you will have trouble. Peanuts don't grow on trees."

"They don't?" cried Jerry in surprise.
"Where do they grow?"

"They grow on plants," said his father.
"Peanuts really are not nuts at all."

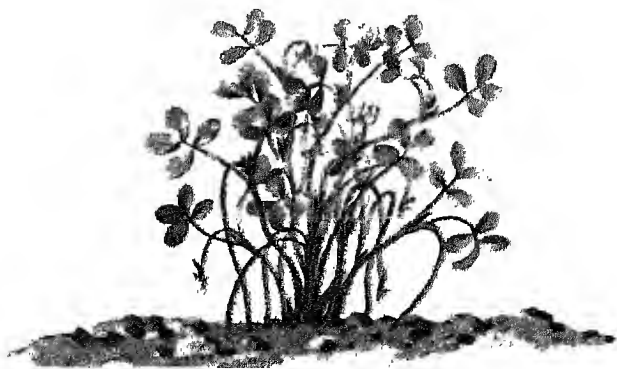
"Then I'll have some plants and pick my own peanuts," said Jerry.

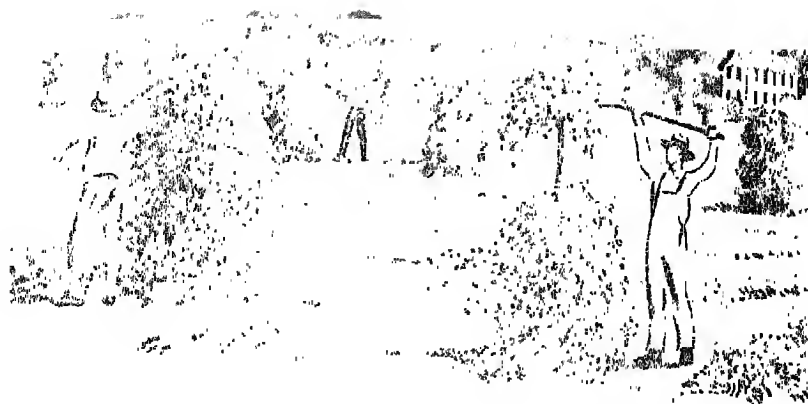
"But you don't pick peanuts the way you pick berries," laughed his father.
"Peanuts grow in the ground."

"How do they get there?" asked Jerry.

"In a strange way," answered his father.
"The peanut plant has yellow blossoms. In time the yellow part of the blossom falls off its stem. After that the stem grows much longer, until it reaches the ground.

"Then the part of the blossom that is left works itself into the earth. Down in the earth it grows into a fine yellow peanut."





"I didn't know that before," said Jerry. "Do they have to dig up the plants to get the peanuts?"

"Yes," said his father. "Then the plants are piled on the ground and left to dry. The peanuts are pulled off the plants. Dirt and bits of stem are cleaned off. After that the peanuts are roasted."

"Oh, yes," said Jerry. "I have seen men on the streets with little roasters. I guess it's the roasting that makes the peanuts so good."

For a minute or two Jerry sat still, eating his second bag of peanuts and thinking. Then he said, "I am glad Mother lets me eat peanuts."

"Yes, peanuts are good food," said his father. "They have many other uses, too. Even the dry plants are food for animals."

Just then the doors were opened and the circus parade began to come in.

"Look!" cried Jerry. "There are the elephants that ate so many of my peanuts. My, they are big animals! What a lot of food they must eat!"

"They do eat a lot," said his father. "Most of their food is hay."

"They eat a good many peanuts, too," said Jerry. "Maybe it is the peanuts that make them so big and strong."

"I guess I won't eat so many peanuts," he went on, with a laugh. "I don't want to be as big as an elephant—not ever!"





Lady Flodee's Head

Along the shore of a great river in the South is a large city. Every day big boats come up to the landing. Trucks and buses rumble along the noisy streets.

But on Maple Lane things are different. Tall trees spread their shade over the walks. The fine, quiet homes are set in the middle of green lawns and flower gardens.

The most beautiful home of all belongs to Miss Lucy, a little lady with white hair. She can tell the best stories! It is when little girls are very good that their mothers let them call on Miss Lucy.

One morning Mary Sue and her cousin Jean met in front of Miss Lucy's house. They danced up to her front door.

But before they could raise the knocker, the door was opened by Miss Lucy herself.

"Come right in," she said.

"May we. . . ." began the little girls.
"May we see the dolls?"

"Of course you may," said Miss Lucy.

She took them down the long hall to a room at the back of the house.

Just think of it! Miss Lucy had a room full of dolls.

When she was young, she had traveled all over this country. She had even been across the sea. And she had brought home hundreds of dolls—big dolls and tiny dolls, lovely dolls and strange dolls.

All these dolls now stood in glass cases along the sides of the room. Some of them had their own chairs and tables. Others had clothes besides the ones they had on—coats and dresses and hats to fit them.



"Which doll shall we take out to sit with us?" asked Miss Lucy.

"You let me choose the last time," said Jean, "so it's Mary Sue's turn today."

Mary Sue went from case to case, looking and looking. Should she choose the dancer in her full red dress, or the doll with the black hair and the long silk robe?

Should she choose the strange Indian doll, or the pretty one from across the sea?

At last Mary Sue said, "I think I would like Miss Broken-Nose."

"You would!" laughed Jean. "Why do you always choose that old broken one?"

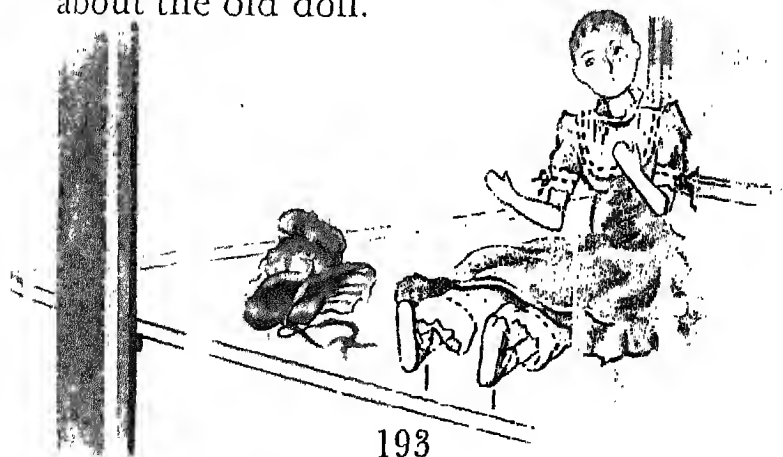
"I guess it's because she seems to need some one to love her," said Mary Sue.

Miss Broken-Nose was a tall, old doll, made of wood. Her arms and legs could move. Her head could turn from side to side.

Tiny red shoes had been painted on her feet, and golden hair and eyebrows had been painted on her head. Now she had lost most of her paint and all of her nose.

Years before, Miss Lucy had bought her in a little old shop. The man in the shop had bought her from a peddler. No one knew where the peddler had found her.

Miss Lucy could make up fine stories about the old doll.





Miss Lucy took out the doll and gave her to Mary Sue.

"Shall we make believe the doll once belonged to a princess?" asked Miss Lucy.

"Oh, goody!" cried both little girls.

So Miss Lucy began to tell a story about a girl who became a princess. Mary Sue sat there, thinking of the story and turning the doll's head from side to side.

Suddenly she caught her breath! She had broken off the doll's head! There she sat, holding the head in one hand and the body in the other.

What should she do? When Miss Lucy saw the broken doll, she would never let Mary Sue come to her house again.

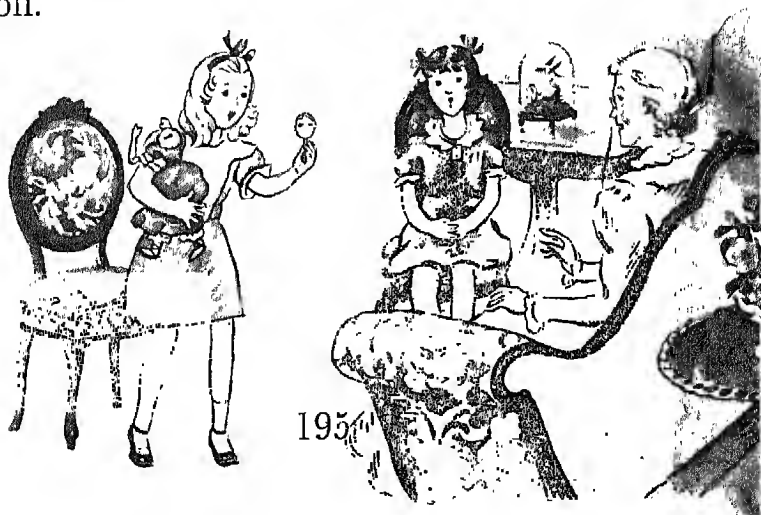
For just a second Mary Sue thought she might put the old doll back into her case. Perhaps no one would know that she had broken it. But that would not be right.

She jumped up, crying, "Oh, oh! Miss Lucy! I have broken off her head."

"Broken off her head!" said Miss Lucy. Then she looked at the doll and began to laugh.

"You have not broken her," she said. "Look, you have only screwed her head off! Just think! I have had that doll all these years! And I never knew that her head would screw on and off."

Suddenly Jean saw something inside the doll.



"Look!" cried Jean. "She does not have sawdust stuffing. There is something inside her—a paper."

Carefully Miss Lucy pulled out a piece of yellowed paper. Carefully she opened it and read the fine, beautiful writing.

May, 1825

This is Lady Elodee, my beloved doll.

My father bought her for me before we left our old home for the new lands of Alabama. She traveled with my mother and me in the covered wagons on that long, long journey.

I held her close in my arms when we saw Indians along the way. She lay in my arms at our forest camps. She was in our first Alabama home, made of logs, and then here in our fine stone house.

Now I must go away to school. I am too big to play with dolls. But I hope some other little girl will love my Lady Elodee.

Katie P.

Miss Lucy put down the old paper and looked at the doll.

"Why, Lady Elodee," said Miss Lucy. "You are a real Miss Alabama. You came here when the state was young. You have seen it grow until it has roads and trains.

"Well, Miss Alabama! I think I'll screw your head back on. Then I'll give you to the school children for their very own."

"Oh, would you?" cried Mary Sue with her eyes shining. "Then we could hunt up other things to put with her—things that belonged to the old times in the state."

"Fine," said Miss Lucy. "The way things are turning out, I know Lady Elodee is glad she lost her head and found it again."





The Golden Goose

Once there were three brothers who lived near a deep forest. The youngest was named Dummeling. Everyone made fun of him and said he was good for nothing.

One day the oldest brother set out to cut wood in the forest. His mother gave him some fresh rye bread, some cheese, and a jug of milk.

He had not gone far before he met a little old man. "Good day," said the old man. "Give me a little of your food and drink, for I am hungry and thirsty."

"No," said the young man. "I have only enough for myself." And he went his way.

He began to cut down a tree with his ax. But when he struck the tree, his ax slipped and cut his leg. So he had to go home. Of course it was the little old man who had brought him this trouble.

The next day the second brother set out to cut wood. His mother gave him a good lunch to take with him.

Soon this brother met the old man.

"Good day," said he. "Give me a bit of your food, for I am hungry and thirsty."

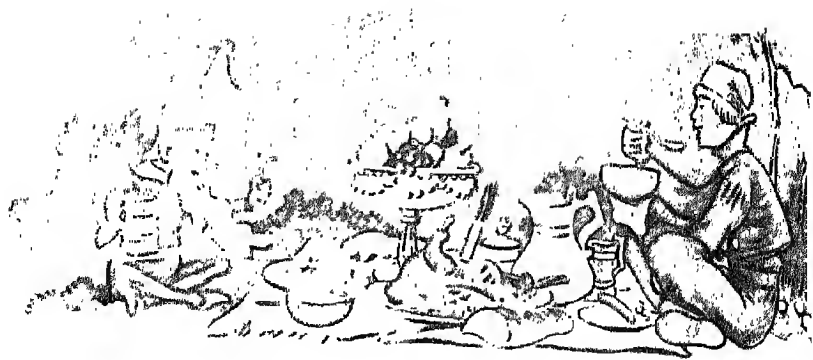
"No," said the young man. "I need all that I have." And he went his way.

He struck a tree with his ax, and he, too, cut his leg and had to go home.

The next day Dummling said, "Father, I will go to the forest."

"No," said his father. "Your brothers were hurt, and they are smarter than you."

But Dummling still wanted to go. So his mother gave him some dry bread. That was all. His father said, "Go your way. Perhaps you will learn something."



So Dummiling started off into the forest. Soon he met the little old man, just as his brothers had done.

The old man said, "Give me some food, for I am hungry and thirsty."

"Gladly," answered Dummiling. "I have only dry bread. If that will suit you, let us eat together."

But when Dummiling pulled the food out of his pocket, it turned into a grand dinner. They both sat down and ate.

When they finished, the old man spoke.

"You have been kind to me. So I will do something for you. Over there stands an old tree. Cut it down and you will find something under it," he said.

Then he went on his way.

Dummling set to work. Down came the tree with a loud crash. And under it, of all things, was a goose with golden feathers!

Dummling took up the goose and went on. By and by he came to a town. There he found an inn where he stayed all night.

Now the keeper of the inn had three daughters. Each daughter wanted a feather from the goose.

While Dummling ate his breakfast, one of the girls slipped into the room where the goose was. She took hold of the goose by its wing.

To her great surprise she stuck fast. She could not pull her hand away.





Then in came the second daughter, who wanted a feather, too. She just touched her sister, but could not pull herself away.

Soon the youngest daughter came in.

"Keep away," called the others. But she put out her hand to touch them, and she, too, stuck fast. There the three girls were, and there they had to stay.

Right after breakfast Dummling set out from the inn with the goose under his arm. He did not even look at the three girls and they had to run along behind.

On they all hurried. Soon they met the mayor of the town.

"Girls!" said the mayor. "What do you mean, running after a young man like this?"



He caught the youngest girl by the arm, and he stuck fast like the others.

Off they all went. The mayor tried his best to keep up, but he was fat and not used to walking.

Soon the mayor's clerk saw the strange procession. "Mayor! Mayor!" shouted the clerk. "Where are you going? Two people are waiting for you to marry them."

He grabbed at the mayor's robe to stop him. So the clerk had to run along with the others.

Not long after that, the mayor saw two plowmen on their way home. He shouted to them to set him free. They tried to do so, and at once became part of the procession.

On they all went until they came to the palace where lived the king and his only daughter.

Now the princess was a very strange girl. She never laughed and never smiled. The king had said, "Any man who can make the princess laugh may marry her."

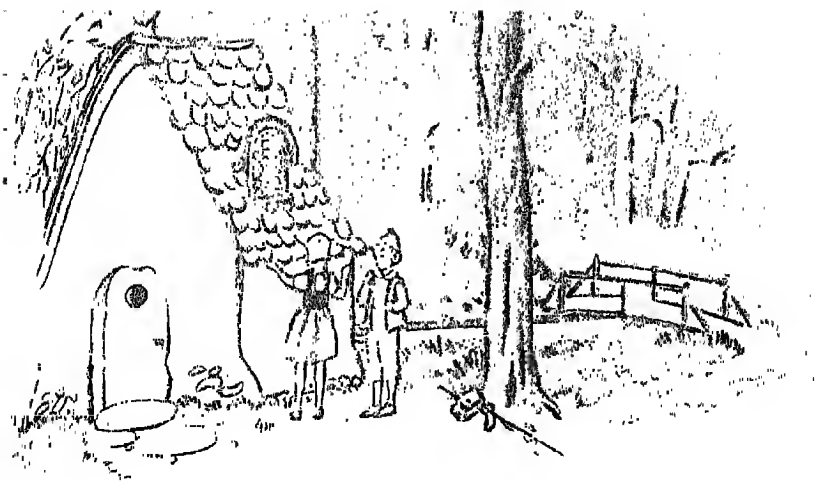
The princess looked out of the palace window and saw the strange procession. She began to laugh. And she laughed and laughed as if she never would stop.

Dummling heard of this. So he went to the king, and the king said, "Young man, you may marry my daughter today."

And so Dummling and the princess lived in the palace ever after.

But what became of the goose with the golden feathers, I never did learn.





Sugar-Candy House

Jan and Janette were brother and sister. Their home was near a big wood. Every day they went there to play, to fish in the streams, and to pick berries.

One day they walked a long way into the wood. Suddenly they came to a little stream, and a little red bridge. On the other side of the stream they could see a little pink cottage.

When they came closer, they found the cottage was made all of sugar candy! They knocked off pieces of the roof and popped them into their mouths.



Now in that house there lived a bad wolf named Garon. He was old and had a lame leg so that he could not run fast. But in other ways he was just as strong and as bad as he had ever been.

Garon heard Jan and Janette breaking off bits of his roof. He roared out, "Who is touching my Sugar-Candy House?"

Then he came out to see who it was. By that time, the children were safe in the wood.

"Who has been touching my Sugar-Candy House?" roared the wolf again.

Jan answered,

“It’s the wind so mild,
That lovable child.”

The old wolf believed what Jan had said, and he went back into the house.

The next day Jan and Janette once more crossed the red bridge and began breaking off candy from the wolf’s house.

Garon, angry as could be, roared, “Who is touching my Sugar-Candy House?”

And Jan and Janette answered,

“It’s the wind so mild,
That lovable child.”

“Very well,” said Garon. But this time he did not believe them.

The next day Garon surprised Jan and Janette just as they were breaking off bits of the candy house.

“Oh-ho!” said he. “It was the wind so mild, was it? That lovable child! Lovable children, I must say! I’ll eat them up.”

He grabbed at Jan and Janette, who ran off as fast as their legs could carry them.



Garon could run pretty fast, even with his lame leg. But the children were not at all afraid. "He is lame. He can't catch us," they said.

Suddenly they came to a river. There was no bridge over it, and the water was deep. What could they do? Nearer and nearer came the wolf.

In the river some ducks were swimming. Jan called, "Little ducks! Please carry us over the river on your backs. If you don't, the wolf will get us."

Two of the ducks came swimming over. The children climbed on their backs and were carried safely across.

Soon Garon came to the river. He roared out to the ducks, "Come and carry me over, or I will eat you all up."

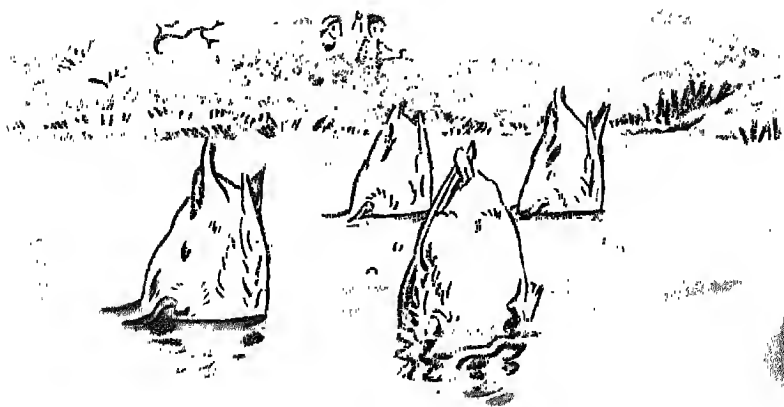
"Very well," they answered. Four ducks swam over to the shore. Garon balanced himself on them, one paw on each duck.

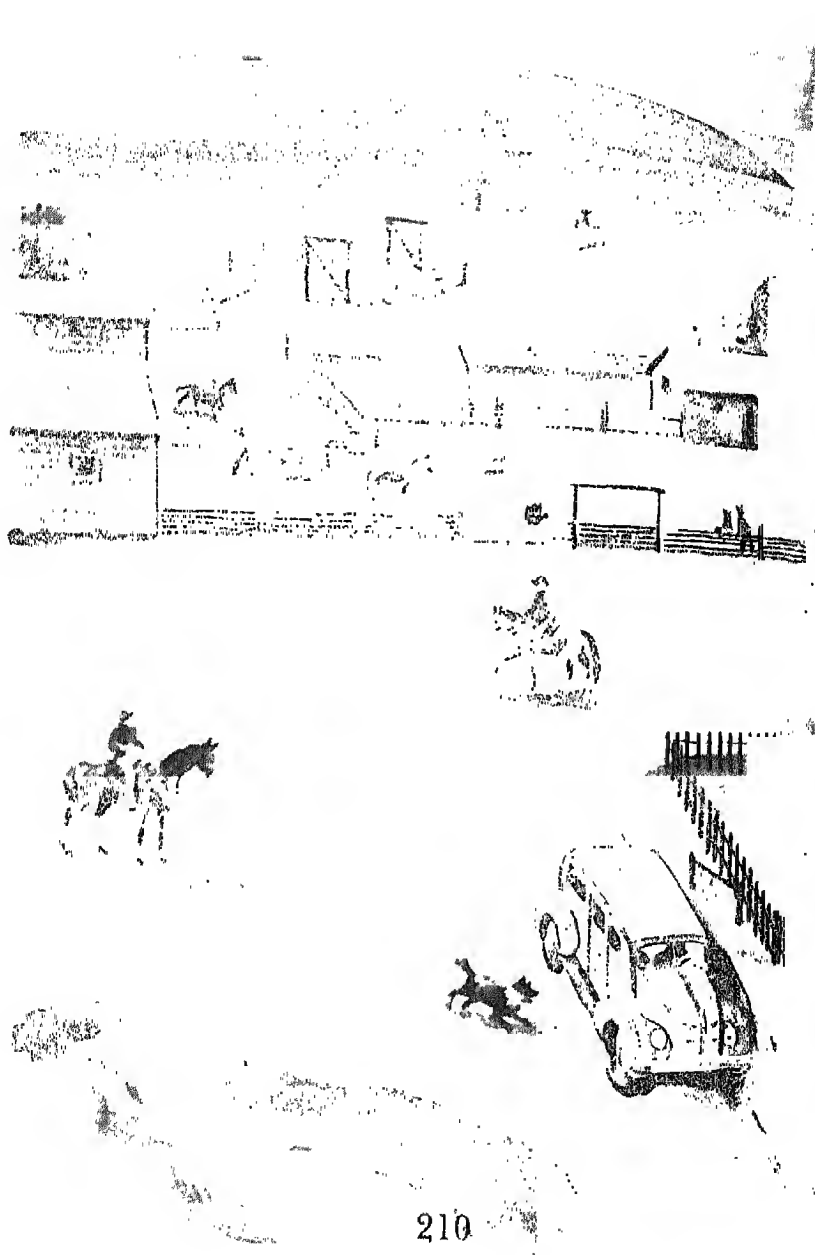
But the ducks had no idea of carrying him to the other shore. Suddenly they all dived down under the water, and left old Garon in the middle of the river.

Down he went, and never came up again.

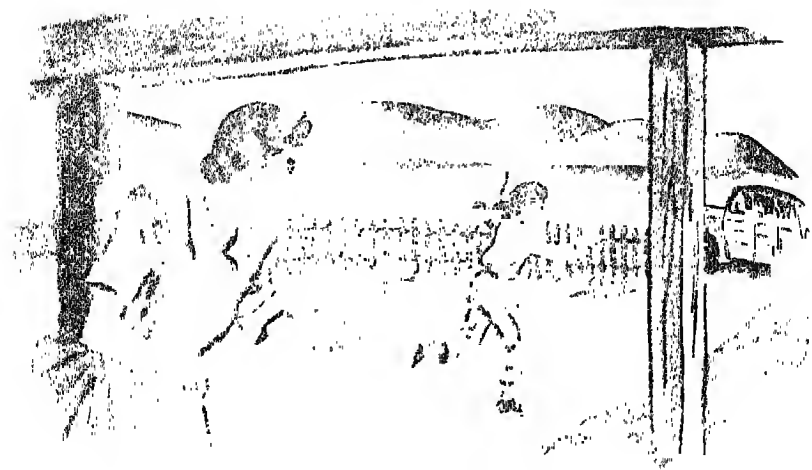
That was the last of old Garon. And I really don't know what became of the Sugar-Candy House.

But if you should find the wood, and if the rain has not washed the house away, you might break off a bit for yourself.









Little Dogie

"Here they are now, Peggy," called Mrs. Lane, as the station wagon drove up to the ranch house.

Peggy ran across the sandy ground, her short pigtails flying in the wind. She threw herself into Miss Miller's arms.

Miss Miller was the school teacher who stayed with Mrs. Lane. She had just come back from her summer vacation. With her was a boy who had dark brown eyes.

"This is Billy, my sister's boy," said Miss Miller. "You remember I told you I would bring him back with me."

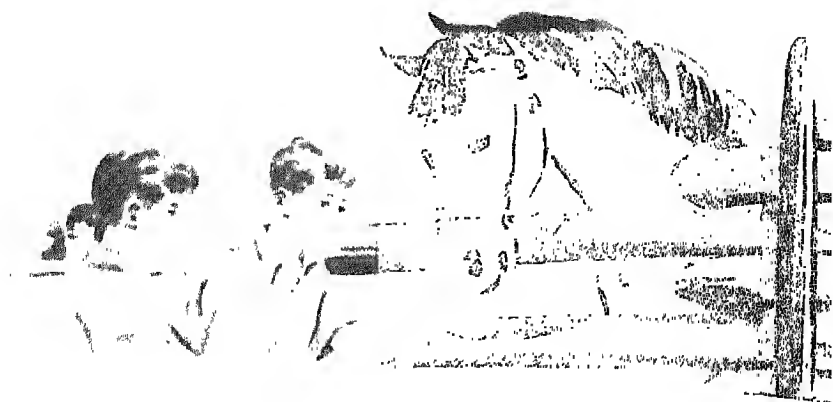
"I'm glad Billy is here," said Peggy. "He can ride to school with me on my pony every morning."

"Billy is just a tenderfoot," laughed Miss Miller. "He has never been on a cattle ranch before. He does not know very much about horses."

"The only horses I can ride are on the merry-go-round in the park," said Billy.

"You will learn to ride a real horse in no time," said Peggy. "Let's go out and I'll show you Sure Shot. He is my own cow pony."





They started for the corral, while Peggy's big dog, King, ran ahead.

Peggy pulled a lump of sugar from her pocket and handed it to Billy.

"You can feed this to Sure Shot. Then he will know you are his friend," she said.

Billy took the sugar. He would have to get pretty close to a horse to feed it. But he would not let Peggy know he was afraid.

When they reached the corral, Sure Shot came to the gate. He stuck his head over the top, and Peggy patted his nose.

"He wants his sugar," said Peggy.

For a second Billy just stood there. He thought, "Will the horse bite my hand? He has a very big mouth."

Then, very carefully, he put out his hand, holding the lump of sugar in his fingers.

"No, hold your hand flat," said Peggy.

Billy did. Sure Shot picked up the lump of sugar and hardly touched Billy's hand. Billy grinned and slipped his hand into his pocket.

"Let's go back now. It's almost time for supper," said Peggy, starting for the house.

"How large is this ranch?" asked Billy on the way back.

"It goes past that hill as far as you can see," answered Peggy. "It is larger than any other cattle ranch in the state."

Billy laughed. "All I know about a cattle ranch I learned from the songs, 'Get Along, Little Dogie' and 'Home on the Range.' We hear them on the radio."

"Cowboys really sing those radio songs, Billy," said Peggy. "And 'little dogie' is real cowboy talk. A dogie is a calf that has lost its mother. The range is the land where the cattle live and eat grass."



"I have seen many moving pictures of cowboys," said Billy. "I would like to be a cowboy some day."

"My daddy is the best cowboy around here," said Peggy proudly. "Wait until you see him in the roundup."

"I have always wanted to see a roundup. Shall I see one soon?" cried Billy.

"The roundup comes in the spring," Peggy answered. "That's when they brand the calves. Each ranch has its own brand. You can always tell who owns a calf by the brand it has."

That evening Billy sat down to his first ranch dinner. It was fun seeing all the cowboys in their bright shirts and riding clothes. Billy asked them about the ranch and about roundups.

He asked about so many things that they laughed and called him a tenderfoot.

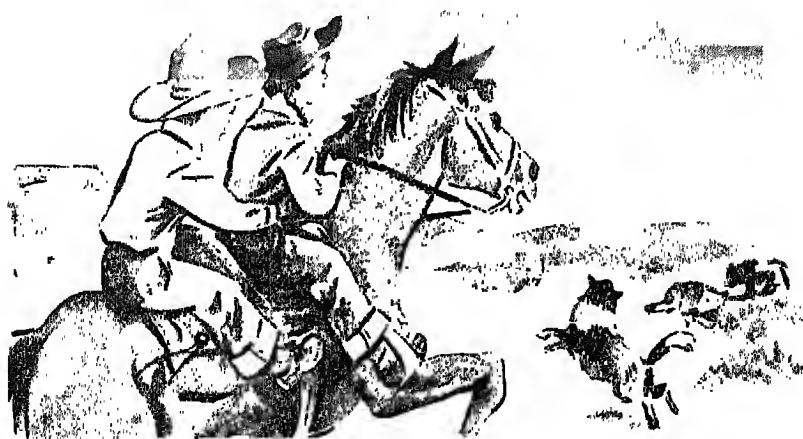
When Billy went to bed, everything seemed strangely still. He missed the noise and lights of the city.

But Billy grew to like the ranch. He and Peggy soon became good friends. He learned to ride Sure Shot, and after school they always rode around the ranch together.

One day, as they were riding back to the house, King suddenly shot out ahead of them. He was barking excitedly.

"Look! Look!" cried Peggy. "A coyote has caught a little dogie!"

She galloped after King. It was a wild ride for Billy, hanging on behind Peggy.





King quickly drove the coyote away. Peggy and Billy jumped down from the pony and patted the little calf. Its leg had been hurt by the coyote.

"This will be another calf for me," said Peggy. "Daddy gives me every dogie that I raise. Stay here, Billy, while I go for Daddy."

And she galloped off.

Billy was alone on the range. He was worried. "What if that coyote should come back?" he thought.

Then he saw it was coming back. It was keeping close to the ground so as not to be seen.

Nearer and nearer it came!

Billy jumped up, waving his arms over his head and shouting wildly. The coyote stopped. Then it turned and moved off, with King after it.

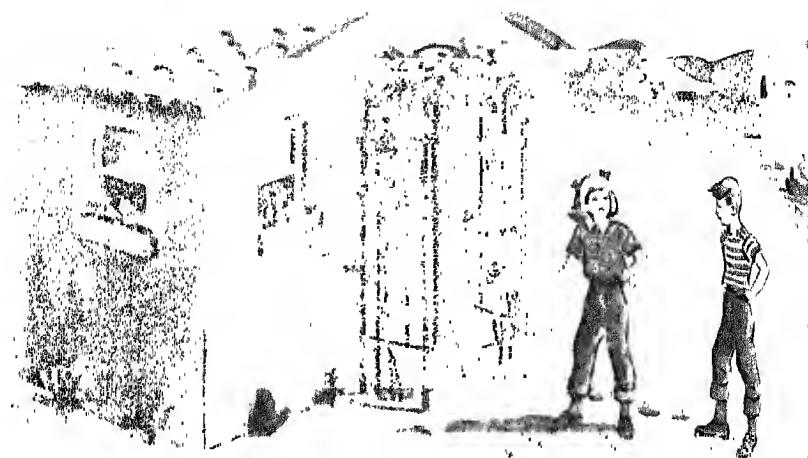
Soon Peggy returned with her father.

"Who said you were a tenderfoot?" said Peggy, jumping off her pony. "No one will ever call you a tenderfoot again."

Her father picked up the calf and carried it off on horseback. The children followed behind on Sure Shot.

"We will make the dogie a bed of straw in the corral," said Peggy. "It will be fun feeding it milk from a bottle. And I'll have another calf for my own."





Desert Storm

"Nancy," called Bob to his sister. "We had better go for wood for the fireplace. Even if it is warm now, it will be cold after the sun goes down."

They started for the corral, where the donkey was kept. As they went past the window box, Bob said, "Just look at your poor plants! They look sick."

"They look better than your vines," laughed Nancy.

"Yes, but my vines are of some use," said Bob. "They give a bit of shade from the hot sun."

An old windmill beside the house turned slowly as if exhausted. It pumped water into a tank under it.

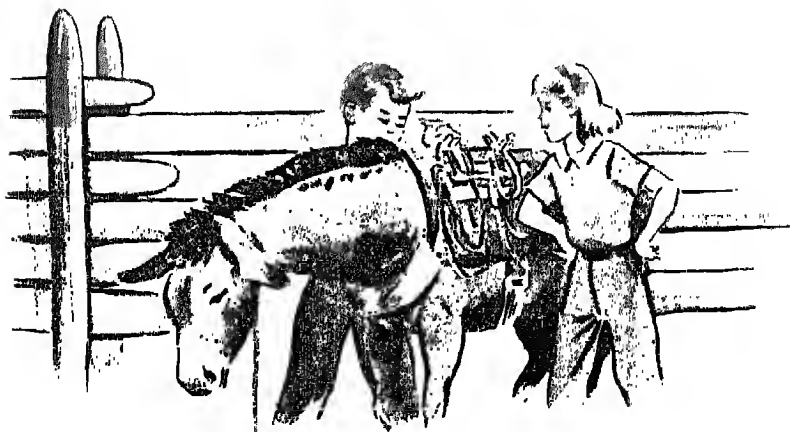
"I am glad there is wind enough to make the windmill work today," said Nancy. "There will be water for all our baths."

"Don't forget, it's my turn tonight to have most of the bath water for my vines," said Bob.

"It seems to me your vines always get most of the bath water," laughed Nancy.

When they reached the corral, Bob took down a packsaddle. He put it on the little gray burro that was standing there.

"Good old Burroboy," he said, as he patted the patient little animal.



Burroboy stood quietly while Bob was fastening the packsaddle on his back. Then the burro followed the children down the road, and before long they struck out across the desert.

As they wandered along they picked up broken branches of trees and bushes. Bob fastened them on the packsaddle.

Bluebells and pink sand flowers grew here and there. Nancy was picking them.

"Give me some string, Bob," she said. "I'll make a wreath for Burroboy."

Bob pulled a string out of his pocket. Nancy tied the flowers into a wreath and slipped it over the burro's head.

"There goes a horned toad!" cried Bob. He made a quick dive for the little desert animal, and they sat down to play with it.





Bob patted the hard, brown skin of the horned toad.

"See it shut its eyes and raise its horns," said Nancy.

"Guess I'll take it home," said Bob. He slipped the toad into his pocket, and they started on. Suddenly a ring of dust whirled over the ground just ahead of them.

"A whirlwind!" cried Nancy. "It's a real little desert whirlwind."

"Watch me stop it right now," shouted Bob. He jumped into the middle of the little whirlwind, and it stopped.



The children lay down on the ground in the shade of a tree that dropped golden blossoms all over them. The little burro, with his sleepy eyes shut, stood patiently beside them. He made a funny picture in his wreath of flowers.

Bob was almost asleep, too. The little horned toad wiggled out of his pocket and was gone.

Nancy was looking out across the desert. Suddenly she cried, "Oh, Bob! I see a baby cottontail. Let's catch it."

Off they both went after the cottontail. But the rabbit was soon far away, and the children turned back.

"Oh, look! Burroboy is gone!" shouted Bob. "And so is the wood."

"We must find him," cried Nancy. The two children ran here and there, calling, "Burroboy!" But there was no sign of the burro.

Suddenly all the desert plants began to wave in the wind. And then a great yellow cloud came rolling nearer the children.

"Whoopce!" cried Bob. "A dust storm!"

"It's coming this way," shouted Nancy, "and we have not found Burroboy!"

"It's a giant whirlwind!" screamed Bob. "Run for home!"

But the dust storm caught them. The dust whirled up from the ground around them.

They could hardly see the road under their feet. The fine dust blew in their eyes and made them smart.



Nancy fell down and Bob helped her up. They hurried on.

Then came bright flashes of lightning and a far-off roll of thunder. The rain poured down. The dust storm was over.

The children were wet and tired when at last they reached home.

"Why, there is Burroboy!" shouted Bob. "He came home with the wood all by himself."

"And there is Mother at the window, looking worried," said Nancy.

"We are all right, Mother," cried Bob. "We'll take poor old Burroboy out to the corral, and then we'll come in to supper. I never was so hungry in my life."



The Yucca Plant

The hot sun shines down on the flat lands of the Southwest. There is not much water in the ground, but some plants can get along with very little water. The yucca is like that.

The leaves grow close together and near the ground. They are long like grass, but they are very much larger and stronger. Dry fibers hang down from them.

A tall stem grows up out of the middle of the leaves. It grows as tall as a man.



In time there are many white flowers at the top of the stem. They hang down like little bells.

A moth, called the yucca moth, goes into one of the flowers. It gathers the pollen, or flower dust, from one part of the flower, and rolls it into a ball.

Then the moth goes to another flower near by. The moth puts the ball of pollen into a different part of this flower.

These two parts of the flower are needed to make seeds. The moth brings these parts together.

Now the moth lays an egg in the part of the flower where the seeds will be.

After a while the seeds start to form and the flower starts to dry up.

Inside the egg of the moth the young moth has been growing. In time it comes out of the egg. It is hungry, and it starts to eat one of the seeds.

So we see that the yucca plant and the yucca moth are of use to each other. The moth helps the plant to form its seeds. The plant gives the young moth a place to grow and the right kind of food to eat.

But the young moths do not eat all the seeds of the yucca plants. Some of the seeds fall to the ground and in time make new plants.

The Indians, the Mexicans, and other people who live in the Southwest like the yucca plant. They use parts of it to make things they need.

A Mexican woman and her two little boys come to a place where many yucca plants are growing. She is carrying a large basket.



She digs around one of the plants. She wants the root, and she has to dig deep into the ground to get it. The children watch and help.

At last they dig up the root. The woman puts it into her basket, and digs up another and another.

The children pick the fibers from the strong leaves of the yucca plant.

After the Mexican woman gets home, she will use the roots of the yucca to make soap. Then she and her children and their father can all wash with the soap.

The Mexican man and woman will make rope out of the fiber.

Many other people besides the Mexicans are glad there are yucca plants near their homes. They need soap for washing. They need rope for many things.

Even people who do not make use of the yucca plant like to have it growing near them. The white flowers that hang from the tops of the tall stems are very beautiful.





Three Hundred Warm Coats

"Why, it's just like a house!" cried Fred, as he looked inside his Uncle Bill's sheep wagon. He was happy and excited at being in the mountains for the first time, and living with Uncle Bill.

And sure enough, the sheep wagon had furniture just like a house. It had a stove, two chairs, and a table. It even had a bed.

"Do the dogs sleep under the table?" asked Fred.

"I should say not," answered his uncle. "The dogs have to stay with the sheep."

Fred thought it was mean to the dogs to make them stay out in the cold all day and all night, too. But he said nothing.

The sheep wagon with its canvas top stood near the pine forest. All around were pastures and mountains.

Near by, Uncle Bill's herd of sheep were feeding. Two dogs guarded them. Beside the wagon, two horses were eating grass.

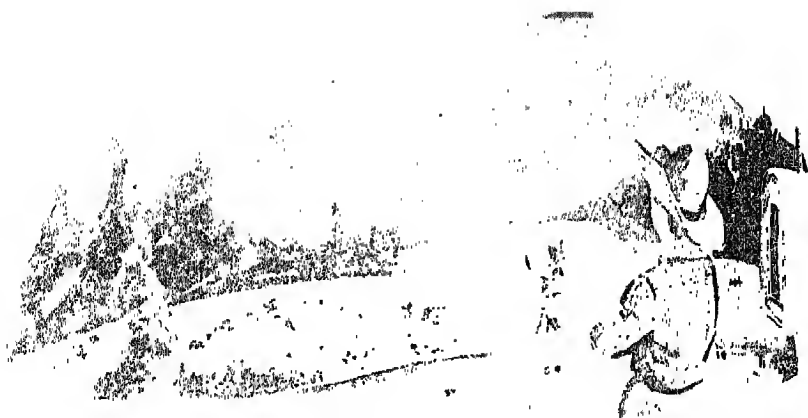
After Fred and his uncle went to bed that night, Fred asked, "Are you sure Taffy and Wags will be all right?"

"Of course they will," said Uncle Bill. "They would be unhappy if you took them away from the sheep. They have a job to do, and they want to do it. They must keep the sheep together. As long as the sheep are together, they are safe."

"What could hurt the sheep?" asked Fred.

"A bear, maybe, or a wolf—anything—" and in a second his uncle was sound asleep.

The next morning Uncle Bill looked at the sky. "A storm is coming," he said. "You do the chores inside and I'll gather firewood."



Fred washed and dried the breakfast dishes. Then he helped Uncle Bill gather wood. They piled it against the wagon.

The clouds grew darker. A few drops of rain fell. Uncle Bill called, "Taffy! Wags! Hi-yah!" and waved his arms. The dogs barked and jumped against the sheep, pushing them up the hill.

Soon the sheep were all standing close together between the wagon and the pines. The cold wind would not be felt so strong there.

"Look at that herd, Fred," said Uncle Bill. "Every sheep with his tail to the wind. If the wind changes, the dogs will have a hard time to hold them."

Then Uncle Bill said, "I have to leave you, Fred: I'm going over to Flagpole Ranch to get some things. There is no telling when I can get over there again."

He put a packsaddle on one horse and his own saddle on the other. "Keep the fire going," he said to Fred. "Leave the dogs alone. I'll be back tonight."

He started off with the horses.

Then came the storm. The rain poured down. Fred jumped inside the wagon. He thought of Taffy and Wags out in the wet. He wished he could bring them inside, but his uncle had said to leave them alone.

A mouth organ lay on the shelf. Fred picked it up and played "Yankee Doodle."

When he had finished, he thought he heard a sound from the dogs. But no, there was just the rain on the canvas roof.

The dogs must be very wet and unhappy, he thought. His uncle had said they would be unhappy if he brought them inside. Perhaps they felt different when it rained.

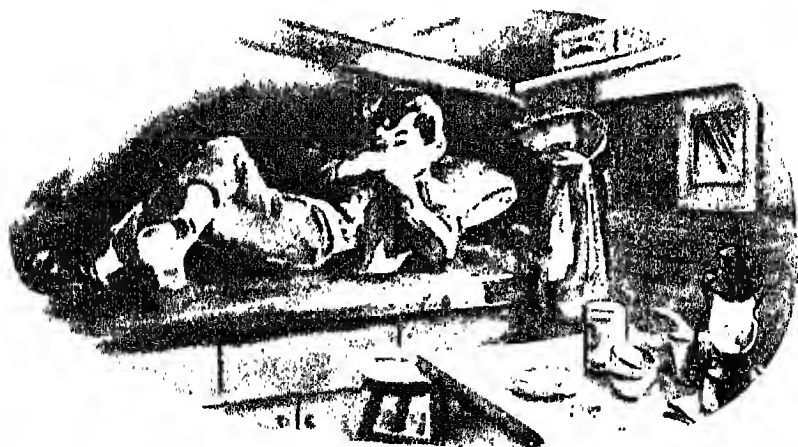
He looked out of the door, but he could not even see the dogs. He whistled. Wags ran up and stood looking at Fred. Water was dropping off the dog's nose and there were raindrops on his ears.

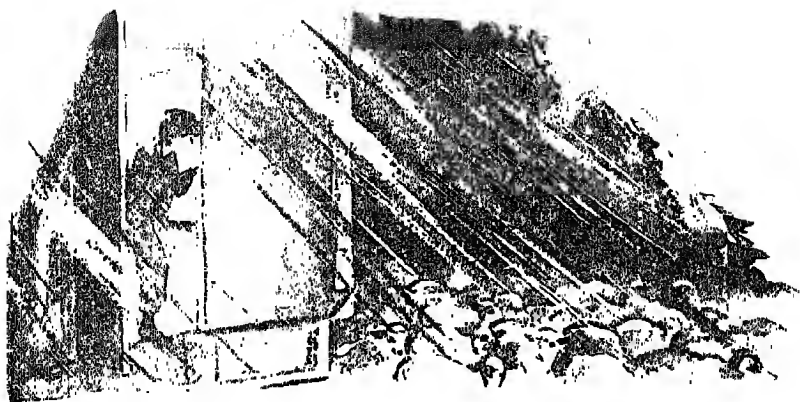
"Here, Wags," called Fred.

Wags came a few steps closer and then stood still. He looked at Fred and back at the herd. Fred could almost hear his uncle saying, "He has a job to do."

Fred turned and went inside and closed the door. In a few minutes he looked out again, but Wags was nowhere to be seen.

Fred played "Yankee Doodle" a second time. He played the mouth organ off and on all morning. The rain did not stop.





By afternoon there was a new sound. Wind! It shook the wet canvas top of the wagon and roared through the trees.

It grew so dark that Fred had to light the lantern. From the door he could still see the sheep, but the dogs were nowhere to be seen. He was about to whistle, when he remembered that he must leave them alone.

The storm kept up all afternoon, but inside the wagon it was warm and cheerful.

Six o'clock came. The wind shook the branches of the pine trees. Fred could not hear a sound from the sheep, only the wind and the rain roaring around the wagon. He wished he had a radio.

Fred started to play the mouth organ again. He was half way through "Yankee Doodle" when suddenly he stopped.

"Hello-o-o-o!" came a shout through the dark.

It was Uncle Bill! Fred threw the door open and Uncle Bill stamped into the wagon, wet but cheerful.

"I have not heard a sound from Taffy or Wags for a long time," said Fred.

"They are all right. The sheep moved and the dogs went with them," said his uncle.

Fred still looked worried. "But the dogs must be all wet and cold," he said.

Uncle Bill grinned. "Well, hardly," he said. "Two smart dogs should keep warm with three hundred wool coats."

Then he said, "Would you like to see for yourself? A quick look won't hurt."

"Oh, yes," cried Fred. So they hurried out into the night. It rained and blew. It was very dark except for the light from the lantern that Uncle Bill carried.

Soon the light fell on the outer row of sheep. The sheep were standing so close together that Fred could almost walk across their backs.

Wags and Taffy popped up as if by magic from among the sheep and started to bark. When they saw Uncle Bill, they stopped.

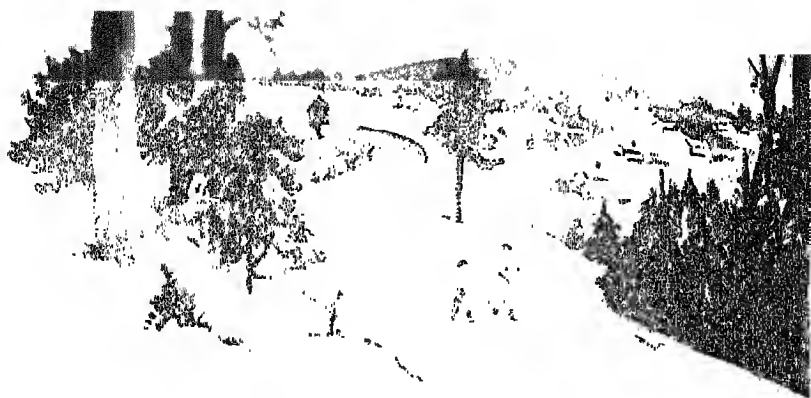
Fred whistled, but the dogs did not want to leave their woolly hiding place.

"All right. I won't worry about them any more," laughed Fred. "Three hundred wool coats should be enough for two dogs."

"Then let's get back inside," said Uncle Bill.

With the light of the lantern they found their way back to the warm, cheerful sheep wagon and a good hot supper.





Little Bear and His Grandmother

When Little Bear was in school he was called "David Bear," for that was his real name. But at home he was called "Little Bear." That was because his father's name was "David Bear," too.

Little Bear lived with his father and his grandmother on an Indian reservation.

One day Little Bear and his grandmother walked down the dusty road to town.

While Grandmother Bear was in the store, Little Bear ran over to see his friend, the white doctor.

Dr. Winters was standing on the porch. With him were two children, a boy and a girl. Little Bear turned to run away.

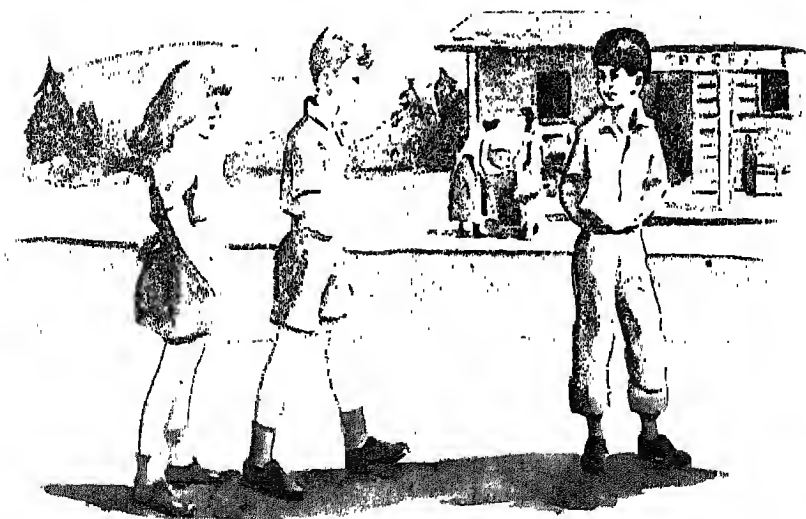
Dr. Winters called out, "Good morning, Little Bear. I have a surprise for you."

Little Bear stopped and looked, but he did not come any closer. He was a little afraid of white children.

"This is Bruce and this is Ellen," said Dr. Winters. "They have come to stay with me for a few days."

Bruce was just about as big as Little Bear, and Ellen was smaller. Both children smiled at Little Bear, and he went closer.

"Bruce and Ellen want someone to play with them and show them the reservation," Dr. Winters went on.



Just then Grandmother Bear came up the street.

"Good morning, Dr. Winters," she said. Little Bear was always very proud that his grandmother could speak English as well as white people did.

Bruce and Ellen were surprised. They did not know that Grandmother Bear had learned to speak English while she was away at college.

"I am going past your house on my way to see a patient. You and Little Bear must ride with me," said Dr. Winters.

"Please let me go, too," said Bruce.

"Me, too!" cried Ellen.

"Let them come and stay for lunch with us," said Grandmother Bear.

"All right," said the doctor. "Hop into the car, all of you, while I get my bag."

The three children sat on the back seat. Little Bear made himself very small. He was still a little afraid of the other two children.



The morning was beautiful, but it was warm. Hundreds of redwing blackbirds were whistling their cheerful songs.

As Dr. Winters drove down the road, Bruce and Ellen looked and looked. They had never before seen so much land and sky.

There were no houses, no stores, no streets. They did not know that people on reservations live on ranches far apart.

Bruce said to Little Bear, "Don't you ever get lost out here?"

Little Bear shook his head.

"If Uncle Jim left you here, could you really find your way home?" asked Bruce.

Little Bear said, "Yes." He thought the other children looked as if they did not believe him.



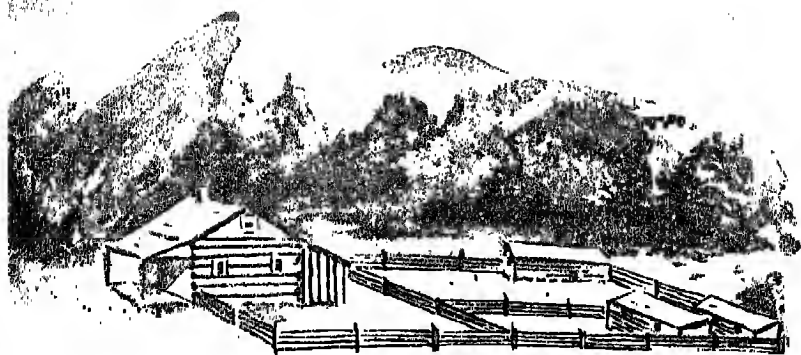
"Here we are," said Dr. Winters.

The white children were surprised. They thought they would see a tent made of skins. But what they really saw was a house built of wood and painted bright yellow. Around it was a fence. Behind the house were long barns made of logs.

"I will stop for you on my way home," said the Doctor, as he drove off.

Little Bear showed Bruce and Ellen the barns and the corrals. Soon he was talking as fast as the others.

"Would you like to hunt for Indian arrowheads?" he asked.



"That would be fun," said Ellen.

"Show us where we can find some," said Bruce.

Little Bear took the children to a place where there was no grass. "This is the best place to look," he said. "The wind blows the sand away."

At first the children found only broken stones. Then Little Bear's bright eyes saw a shiny brown arrowhead, lying in the hot sand.

The children hunted harder than ever. At last Bruce shouted, "I have found one!"

And sure enough he had.



Ellen went on looking for an arrowhead. And just as she was about to give up, she found one.

The children ran back quickly to show their arrowheads to Grandmother Bear.

"Those arrowheads were made long ago by our tribe of Indians," Grandmother Bear told them. "Many tribes of Indians made arrowheads, but we think the ones that our tribe made are the finest."

Little Bear ran and got an arrowhead which he had found long before. It was made of hard, white stone. It was tiny and very beautiful. He showed it to the children proudly.

Now it was time for lunch. The white children tried to guess what Grandmother Bear would give them to eat. Bruce was sure it would be dried deer meat. Ellen thought it would be dried berries.

But Grandmother Bear gave them fresh white bread with lots of wild plum jam and big glasses of milk.

Before long Dr. Winters drove up and called to Ellen and Bruce.

As Ellen was climbing into the car, Little Bear pushed something into her hand. It was the white arrowhead.

"You take it," he said. "Show it to the boys and girls in your school."





Iktomi and His Jokes

Little Bear soon became very friendly with Bruce and Ellen Winters. One day the three children went with Grandmother Bear to pick wild plums.

When it was noon, they sat down in the shade of a tree to rest. Grandmother took the lunch out of her big basket.

The sun was shining on the meadows that lay below them, turning the grass a bright gold. All across the reservation the cattle were eating the grass and getting fat.

"Do Indians ever tell jokes?" asked Bruce.

"Oh, yes," answered Grandmother Bear. "Every tribe has a funny story teller. We call him 'Has Tricks' because sometimes he plays jokes on people. And he always has funny stories to tell."

"Tell us a funny Indian story, please," said Bruce.

"That is a good idea. It is too hot to pick any more plums for a while," said Grandmother Bear. "What shall I tell?"

"Tell about Iktomi and the muskrat," said Little Bear quickly. He had heard most of her stories retold many times, but he always wanted to hear them again.

Grandmother would not be hurried. "Finish your lunch first," she said, "and then I will tell you the story."

So the children ate their roast meat and plum jam sandwiches. They picked up the papers and threw out the crumbs for the birds and little animals.

At last Grandmother was ready to tell them the story. Here it is.



Iktomi and Muskrat

A long time ago the Indians believed in a little man they called Iktomi.

Iktomi, the Indians said, played jokes on people. Then he laughed and thought he was a very smart fellow. Sometimes his jokes did not turn out the way he had planned. Then Iktomi wished he had not played them.

One day Iktomi had a bowl of fish soup. He sat down on the shore of a lake to eat it. Just as he dipped his horn spoon into the bowl, Muskrat came along.

"Good morning, Iktomi," said Muskrat, looking at the soup as if he were hungry.

"Good morning," answered Iktomi, not even looking at Muskrat.

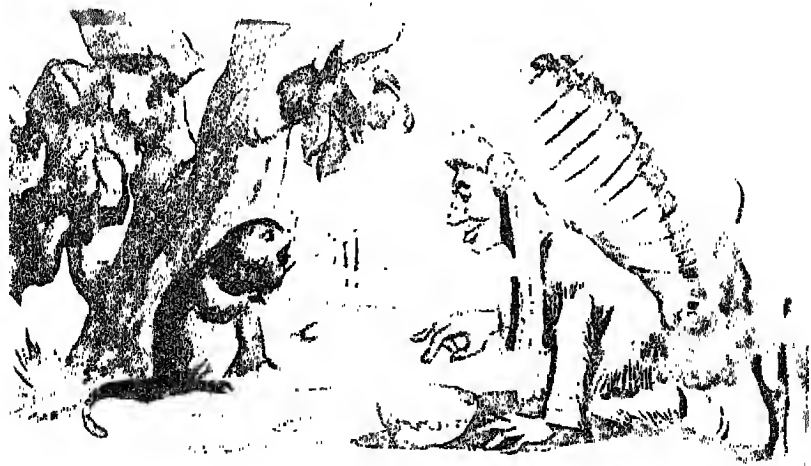
Of course Iktomi knew he should give some of the soup to Muskrat. But he was a greedy little fellow and did not want to give away anything.

"I am very hungry," said Muskrat, still looking at the soup.

"There is not enough soup for both of us," Iktomi said. "So we'll run a race to see which of us will get it."

"It's no use for me to race with you," said Muskrat, looking unhappy. "You run very fast and I am very slow."

"Then I will carry a big stone, so that I cannot run so fast," said Iktomi. "That will make it a fair race."



Muskrat still looked unhappy, for he was sure he would not get any of the soup. Iktomi, too, was sure Muskrat would not get any of it. But Iktomi wanted to make believe he was willing to give it away.

"We will go to the other side of the lake," he said. "Then we will race to see who can get back first. You can go one way, and I will go the other. The first to reach the bowl can eat up all the soup."

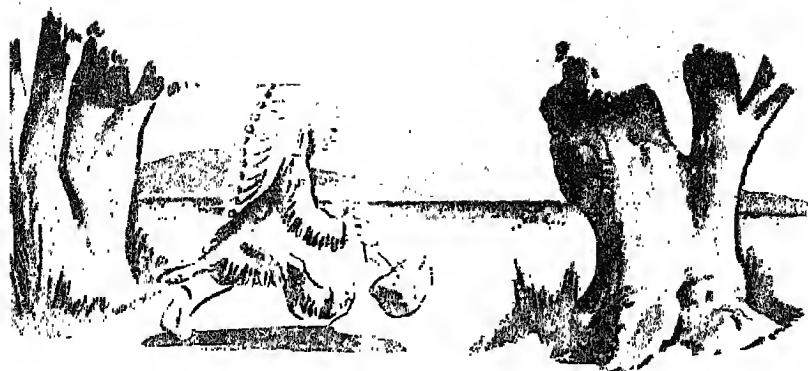
Muskrat knew that Iktomi would not give him any soup. So there was nothing to do but fall in with this plan.

When they reached the other side of the lake, Iktomi picked up a large stone and tied it up in his robe.

"Now it is a fair race," said Iktomi. "Ready! Go!"

Muskrat waddled off through the high grass on his side of the lake while Iktomi watched.

"What a stupid fellow he is," laughed Iktomi.



Iktomi at once threw away the stone. Then he started off, running very fast along his side of the lake.

Soon he thought of Muskrat waddling slowly through the grass.

He said to himself, "I don't need to run fast. It will take that stupid fellow a long time to reach the soup. I can take my time and still have the soup eaten before he gets there."

So he ran more slowly. He was not at all out of breath when he reached the place where he had left the bowl. But he could not find it anywhere.

"Who could have taken my bowl of soup?" he cried, looking for the thief.

"What is it you are looking for?" called Muskrat from behind a tree.

Iktomi looked. There sat Muskrat with the bowl of soup.

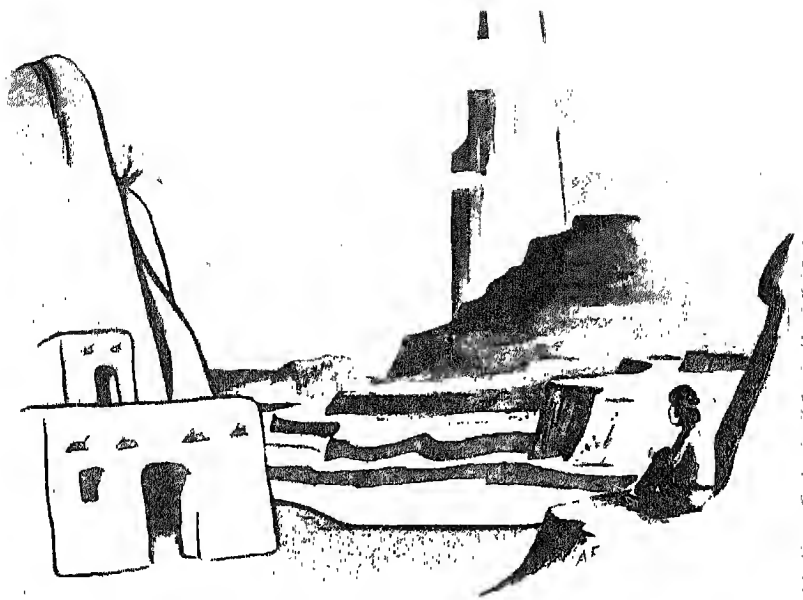
"I got here first," said Muskrat, taking a mouthful of soup.

Then Iktomi remembered something. Muskrat had to go slowly on land, but he could swim fast in the water.

Iktomi had played a trick on Muskrat by throwing away the stone. But Muskrat, in turn, had played a trick on Iktomi by swimming across the lake.

So stupid Muskrat had reached the bowl of soup first and had eaten it up. And Iktomi, that smart and greedy fellow, had to find something else for his dinner.





Little Dawn Boy

When the world first began in Red Indian land, Little Dawn Boy lived in Red Rock House. He lived with his father, his mother, his brothers, his sisters, and a big Medicine Man.

Red Rock House stood on the side of a high hill. Every morning when the sun rose, Little Dawn Boy sat on the hill by Red Rock House and looked far to the west.

Far, far away he could see a great purple mountain. Behind the mountain was a high white cliff, like a tower, that hid its head in a cloud.

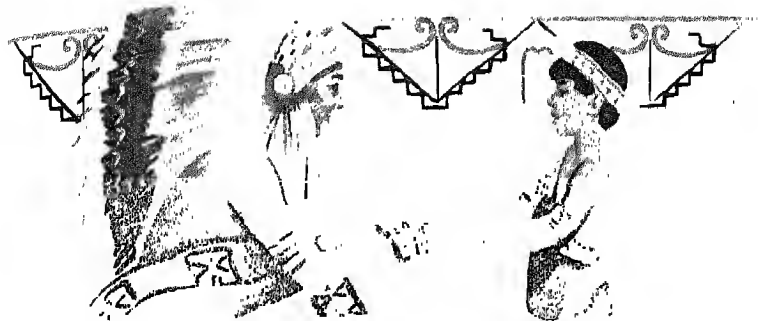
Every morning Little Dawn Boy asked the big Medicine Man, "Who lives on top of the cliff?"

And the Medicine Man answered, "First you must learn my magic songs. Then I will tell you."

So Little Dawn Boy learned the magic songs.

Then one day the Medicine Man said, "Now you know the songs and you are big enough. So you may go to the home of the Great-Chief-of-All-Magic. He is the one who lives on the top of the white cliff.

"In the house are four rooms and four doors. The first door is guarded by two flashes of bright lightning. The second door is watched by two angry bears. There are even more strong and more angry animals at the other doors.



"No one should go there unless he can sing the magic songs," the Medicine Man went on. "If he does not sing them, he will be eaten by the animal watchers.

"You know the magic songs. So you may go safely to the top of the white cliff and ask for good things for your people."

"And how shall I reach the top of the white cliff?" asked Little Dawn Boy.

"You must take the finest presents for the Great-Chief-of-All-Magic," answered the Medicine Man. "And you must scatter the pollen of dawn on your trail.

"When you have climbed to the top of the purple mountain, you must sing a magic song. Then you will see how to reach the top of the white cliff."

So Little Dawn Boy rose up and painted himself beautifully and put feathers in his hair. He took his bow and arrows and made ready to start.

Then the Medicine Man gave Little Dawn Boy two bags made of deerskin. In one bag were presents--beautiful sky-blue stones and long strings of wampum.

In the other was the golden pollen that the Medicine Man had taken from the blue larkspur flowers.

Little Dawn Boy set out before the sun had dried the earth. The grasshoppers were jumping all around him. As he went along, he scattered the golden pollen of larkspur on the trail.



For three days he journeyed. When the sun rose the next morning, he had climbed to the top of the purple mountain. But still far off and high in the clouds, stood the white cliff. All around it flashed red lightning.

Little Dawn Boy scattered more pollen on the trail and sang his magic song.

“Oh, Pollen Boy am I.

From Red Rock House I come,
With Pollen of Dawn on my trail.

With beauty before me,
With beauty behind me,
With beauty below me,
With beauty above me,

Over the Rainbow Trail I go!
Here I wander, there I wander,
Over the beautiful trail I go!”

As he finished his song, a shining mist floated out to the white cliff. The mist was of all colors, rose, gold, blue. And even as Little Dawn Boy watched, the mist became a rainbow bridge.



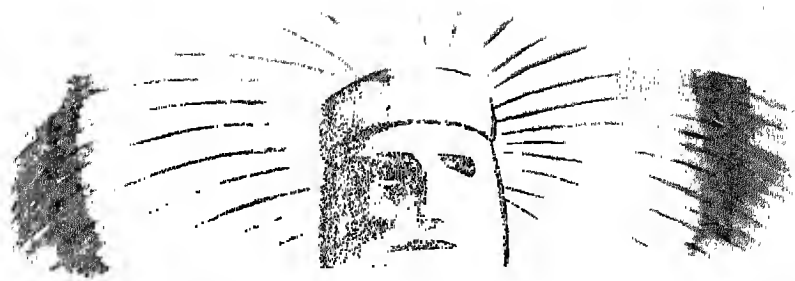
Singing as he went, Little Dawn Boy hurried over the bridge.

As he ran, a wind came up and blew the mist to the top of the cliff. The animal watchers could not see him in the mist.

So Little Dawn Boy reached the top of the cliff safely, crossing over on a sunbeam. As he went, he scattered the pollen of the larkspur flowers and began once more to sing his magic song.

Suddenly the Great-Chief-of-All-Magicians looked at him and spoke like thunder.

"Who is this stranger that would speak with us?" he said. "Is he one of the people from the earth? No one from the earth has ever come here before."



Little Dawn Boy answered, "See, I bring you presents and I hope I may find many friends in this house."

He took out of his bag the sky-blue stones and the strings of wampum.

When the Great-Chief-of-All-Magic saw the sky-blue stones and the wampum, he was well pleased. He thanked Little Dawn Boy and asked what presents he would like in return.

Little Dawn Boy answered, "Presents for my people, I wish. Give me yellow and white and blue corn, green growing plants, flowers that smell sweet, black clouds and thunderstorms with lightning.

"Give me, too, the warm spring rains, and the gentle summer winds, and the golden mists of fall."

And so the Great Chief-of-All-Magic gave him all that he asked, and many other presents. He gave the boy good things to eat and drink, too, and wished him well.

Then Little Dawn Boy began to sing again.

"Oh, Little Dawn Boy am I,
From the top of the great white cliff,
On the Trail of Evening Light,
To Red Rock House I go,
With good things filling my hands!
With warm rains above me,
With sweet flowers below me,
With white corn behind me,
With green plants before me,
Over the Rainbow Trail I go!
Here I wander, there I wander,
Over the beautiful trail I go!"

And as he sang, the rainbow bridge of rose and gold and blue and every color came out of the mist. Over the bridge to the purple mountain went Little Dawn Boy, singing his magic song.

For three days he journeyed. The next day, just as the sun rose, he reached Red Rock House.

There he saw all his people waiting for him. They were glad to see him, and they threw down a magic deerskin robe for him to sit upon while he told his adventures.

And to this day his people love to sing the magic song of Little Dawn Boy.

With warm rains above us,
With sweet flowers below us,
With white corn behind us,
With green plants before us,
Over the Rainbow Trail we go.
Here we wander, there we wander,
Over the beautiful trail we go.









The Feathered Airplane

As soon as Pat came into the house, Janet called to him. "I have a letter from Cousin Ruth," she said. "They were having their first snow storm when she wrote."

"Snow storm!" Pat laughed. "Out here we are playing ball. Let's pick a basket of oranges and send them to Ruth."

"But I want to write a letter," said Janet.

"Oh, come on," said Pat. "If you lived where there are snow storms, you would be glad you could get oranges right from the trees."

"Very well," said Janet, "but I don't want to go. I want to write a letter."

Pat and Janet had just filled their basket with oranges when they heard a tiny cry. "Shee-eek, shee-eek, shee-eek!"

"That sounds like a very young bird. It sounds scared, too," said Janet.

"Maybe it fell out of its nest. Let's find it," said Pat.

They left the basket and tried to find the sound. On the ground near a palm tree they saw a tiny ball of feathers.

"It's a baby mockingbird," said Janet.

She picked it up carefully. The little bird closed its bright eyes and went to sleep.

Pat walked round and round, looking up into all the trees near the palm tree. But he could not see the nest.

"Let's keep the bird for a pet," he said at last.

They picked up the basket of oranges and went back to the house.

"Mother!" called Janet. "We have found a baby mockingbird. We want to keep him for a pet."

"But in this state you can not keep a mockingbird in a cage," her mother told them.

"We won't put him in a cage. Just wait and see," Pat said. He ran out of doors.

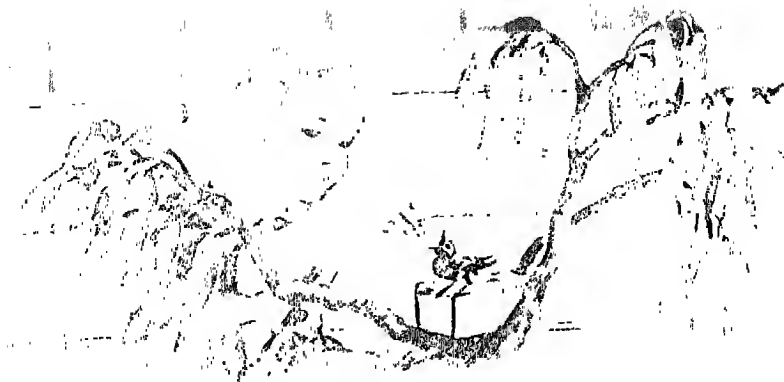
When he came back he called, "Look! I'm going to put these branches on a table in the sunroom. The little bird will think he's in a tree."

As Pat worked, the branches took the form of a small tree.

"You have made a good job of the tree," laughed Janet. "Now, how about a nest?"

Pat put a little cotton in a small box and set it on one of the branches. "How's that?" he asked.





"Fine!" said Janet, and she placed the little bird in the nest. But the bird was not sleepy now. He was hungry. He turned his head from side to side, flapped his wings, and screamed, "Shee-eek, shee-eek!"

"How big his mouth is!" cried Janet. "And it's yellow inside!"

The children fed the bird bits of bread dipped in milk. Later on they fed him a little egg.

At the store they bought a can of food for wild birds. The little bird ate and ate.

It was not many days before he began to hop around in the branches. He would flap his tiny wings and open his yellow mouth, screaming, "Shee-eek, shee-eek!"

"He seems to be saying, 'Eat, eat!' The greedy little bird!" laughed Janet.

One morning the bird suddenly flew to Janet's shoulder. She stood very still so that she would not frighten him.

From her shoulder he flew across the room to the window seat. "How proud he is because he can fly!" said Janet.

After that the two children took the mockingbird outdoors every day and let him fly around in the trees. He flew from tree to tree, but never went far.

Sometimes he would sit very still. He seemed to be trying to learn the calls of the other birds. Soon he began to make sounds as if mocking their calls.

Then one day he flew to the house top and sat on the tall chimney. He spread out his wings and his long tail, and called, "Pretty, pretty, pretty!" just like other mockingbirds.

Then it was, "Show me, show me, show me! Cheer up, cheer up, cheer up!"

Suddenly he spread his wings and took off. Up, up into the blue sky he flew.

"Hi!" called Pat. "Look at our little airplanel!"

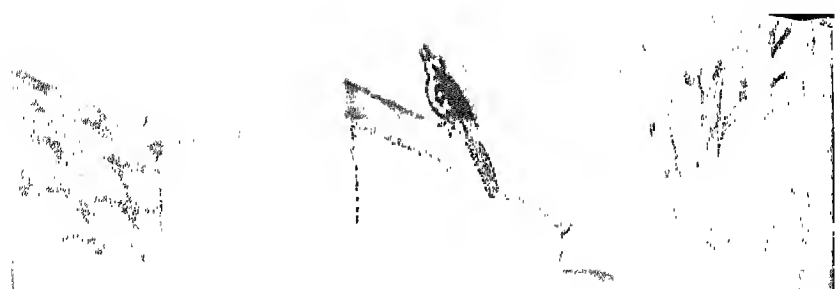
But Janet cried, "Our bird has gone. We shall never see him again."

"Don't worry, Janet," said Pat. "We will put out food for him. I'm sure he will come back."

Pat got a hammer and nailed a board to a branch of a pepper tree. Janet set a dish of water on the board. She put bread crumbs, and other food beside it.

Pat kept watch. Soon he called, "Here comes our airplanel!"





As Janet looked up, the mockingbird landed on the chimney. "That's his landing field," laughed Pat.

"Pretty, pretty! Cheer up, cheer up!" called the mockingbird. Then he flew to the feeding board on the pepper tree.

Other birds that came for food would fly off when Pat and Janet came near. But the mockingbird would fly to them, and sit on their shoulders.

"I'm glad we didn't put him in a cage when we found him," said Pat.

"I'm glad we sent Ruth the oranges," said Janet. "If we had not gone to pick oranges that day, we never would have found the mockingbird under the palm tree."

"Cheer up, cheer up, cheer up!" called the mockingbird from his landing field on the chimney top.



Too Much of a Good Thing

Along the west coast the rains come in winter but not in summer. This year it seemed as if the rains would never come. It was almost Christmas before the gray clouds began to roll in from the sea.

One morning when Teddy and Tad opened their eyes, they heard the sound of rain on the roof. They hopped out of bed and ran to the window.

"Good!" shouted Teddy. "Now there will be water in the creek, and we can sail our boats."

"Your father will be glad, too," said their mother at breakfast.

"Why?" asked Tad. "Does he want to sail boats in the creek?"

Mrs. Eastman laughed. "No, but he will be glad that the ranchers and farmers are getting rain at last. They need it."

The boys' father, Mr. Eastman, was not at home now, but he planned to return two days before Christmas.

All that day it rained. Night came, but still there was no water in the creek that ran through the Eastman farm.

"The earth is thirsty after so long a time without rain," said Mrs. Eastman. "But the streams will be flowing soon."

The next morning the rain was beating hard on the roof. At last a tiny stream was flowing in the bed of the creek.

"Maybe by tomorrow morning there will be enough water for our boats," said Tad. "We shall be ready to sail them as soon as the rain stops."



Tomorrow came and the rain did not stop. It did not stop for six days. The little stream became a big stream, and it grew deeper and deeper.

The creek bed was not deep enough to hold all the water that came from the hills. It began to flow over the land around. It flowed into the Eastman's barnyard where the hens and the two goats were kept.

"Oh, dear!" said Mrs. Eastman. "I wish your father were here to tell us what to do. We can't leave those poor goats and hens out in the wet."

"Could we spread straw on the floor of the back porch and bring them in here?" asked Tad. "Teddy and I will put on our raincoats and do it."



"And we will put up some poles for the hens to sit on, too," said Teddy.

"That's a good idea," said Mrs. Eastman. "You had better start now, before it gets too dark. What would I do without you boys at a time like this?"

The thirty hens and the old red rooster found it strange to be walking around in deep straw on the porch. They made queer noises and looked worried.

Later on, the goats, Rose and Petunia, took turns standing on their back legs and looking through the kitchen window.

The goats looked so funny that the boys could hardly stop laughing long enough to eat their supper.

When Tad and Teddy came downstairs the next morning, Mrs. Eastman had fed the hens and milked the goats.

"Tomorrow won't seem very much like Christmas without your father," she said. "I'm afraid he can't get home with so many roads under water. And he was to bring all the presents from the city!"

"We don't care about the presents," said Tad bravely. "But I wish we had a tree."

"I know just the thing!" said Teddy. "It's that little orange tree that Daddy brought home in a tub."

"Why, of course," said Mrs. Eastman. "Nothing could be more cheerful than a Christmas tree with golden oranges hanging on it. This evening you may bring it in and put it on the back porch to dry. It's too warm in the house to keep a tree very long."

All that day Teddy and Tad wandered from one room to another, looking out of the windows at the water.

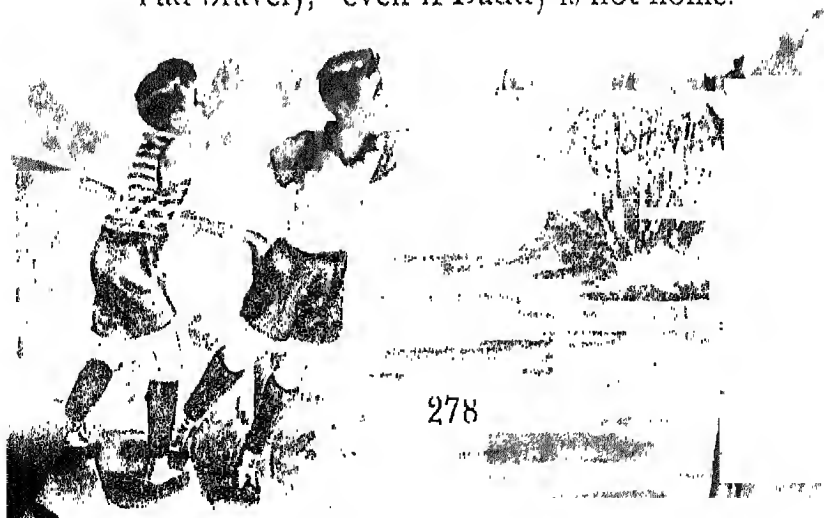
By evening Mrs. Eastman said, "The rain has stopped at last! I believe tomorrow the sun will be shining."

Sure enough, when the boys opened their eyes the next morning, sunshine streamed through the windows.

Always before on Christmas morning, the boys had run downstairs with wild shouts. Now there was no lighted Christmas tree with presents hanging from the branches.

So the boys dressed slowly.

"We must pretend we are happy," said Tad bravely, "even if Daddy is not home."



When they got downstairs, it was hard even to pretend. In the night Rose and Petunia had eaten the Christmas tree to the very last branch.

For a minute the boys were almost ready to cry. And then they heard a shout. "Hello, there! Merry Christmas!"

Down the creek came a rowboat and in it was their father. The boat was filled with interesting looking packages and a Christmas tree was hanging over the side.

"Merry Christmas, Daddy!" shouted Tad and Teddy, jumping up and down.

"Merry Christmas!" called their mother.

And it was, too—the finest Christmas the Eastman family had ever had.



The Good-by Present

Maria was unhappy. Summer was almost over, and soon there would be no more exciting afternoons at the playground.

Maria would miss the fun, but she would miss the playground director even more. All the children liked Miss Bellman. So did the fathers and mothers. And now she was going away. She would not be playground director any more.

Miss Bellman had planned a fine exhibit for the last day. All the fathers and mothers were coming. Maria was to take part in the exhibit. She was going to dance.

The children had made some plans for the last day, too. "We'll have a party for Miss Bellman," they said. "Each of us will bring a gift and surprise her."

That made Maria even more unhappy, for she had no money for a present.

At night she could not sleep. She lay thinking about the lovely things in the ten-cent store. The next day she would be sleepy. When she went to the playground she could not do well in the dance.

"What is wrong, Maria?" asked Miss Bellman one day, Maria could not answer, but she was crying when she reached home.

"It is all because I have no present for the last day," she told her mother.

"Do not cry, little one," said her mother. "We can think of something."

Maria kept asking herself, "What can I take to Miss Bellman on the last day?"

She could not think of any gift except their little baby goat. Perhaps that would do. It was such a dear little goat.



When the day came, Maria's mother was helping her get ready for the exhibit. Maria was crying softly. "Do I pull your hair too hard?" asked her mother.

"No," answered Maria. "I cry because I have no gift for Miss Bellman."

"Be happy, little one," said her mother. "In the middle of the night I remembered something. There is the mantilla that the old grandmother brought to this country a long time ago. See, it is beautiful."

Maria looked at the mantilla through her tears. "But it is not new," she said. "For Miss Bellman there should be something new from the ten-cent store."

Her mother looked almost cross. "In all the ten-cent stores in all the world there is nothing so nice as this," she said.

"The others would laugh if I took such a queer old thing," said Maria.

"Very well, then," said her mother. "You had better take the goat to the director."

A little later Maria set off with the goat. The little animal was very strong. First he would run ahead and tug at the rope. Then he would sit down and hold his legs straight, so that Maria could not move him.



Maria was the last child to reach the playground. Just as she came up, the goat pulled the rope out of her hand and ran ahead. It pushed in among the children.

"Ba-a-a!" it said.

Maria followed slowly. She could hear the children laughing.

Miss Bellman looked surprised. "Do you not remember, Maria? We do not bring our pets to the playground."

"I remember," said Maria, "but this is a present for you on the last day."

The children had planned to surprise the director when the exhibit was over. But now that Maria had let the secret out, the others did not want to wait. They all came running with their gifts.

Miss Bellman opened all the packages and looked at the gifts. Maria was sure there were tears in her eyes.

"This is the nicest surprise of my life," she said. "I—I really don't know how to thank you all."



After the exhibit, Miss Bellman gave the children a surprise. For each one she had a big plate of strawberry and chocolate ice cream. There were cookies, too.

While the children were eating, the little goat wandered around. He found the box that held the rest of the cookies and ate every one.

Then he saw Maria and ran up to her. Before she knew what he was doing, he had taken the paper plate out of her hand. It fell on the ground, ice cream and all.

Maria looked very unhappy.

Miss Bellman hurried to her.

"It is all right, Maria," she said. "There is plenty of ice cream for you and plenty for your goat, too. But we must not leave the paper plate and the cookies on the ground.

They were not left on the ground, for after the goat had eaten the ice cream and cookies, he ate every bit of the plate.

Even Maria had to laugh at that.

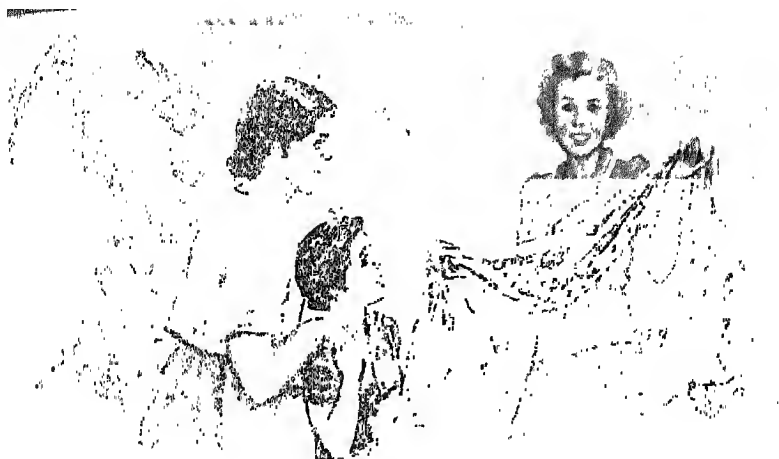
When it was time to go home, Miss Bellman said to Maria, "I am going to take you and the goat home in my car."

Maria was very proud to ride with Miss Bellman, but the goat was glad to get out of the car. He ran up the hillside to meet the other goats.

"He is glad to be home," said the director. "He would not be happy with me."

Maria's mother came out of the house with the mantilla in her hands.

"My mother," said Maria, "thinks that such a queer old thing is a nice present."



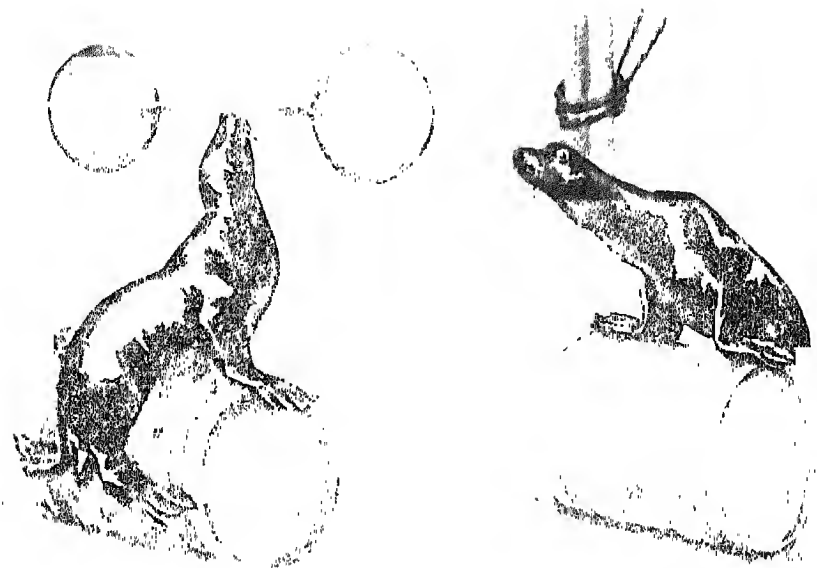
Miss Bellman felt the soft silk cloth with careful fingers. "It is the most beautiful thing I have ever seen," she said. "It is much too fine for me to take as a gift."

Maria could hardly believe her ears. But her mother understood, even if she did not know many English words.

"Sí, sí, sí!" she cried. "It is yours because the little one loves you so much."

Miss Bellman thanked them both. And then she ran back to her car, wearing the old silk mantilla on her shoulders.

Maria and her mother looked after the car. "To me," said Maria, "this is the most happy of all my happy days."



Seals That Do Tricks

Have you ever seen trained seals at a circus? If you have, you know how many things they can do.

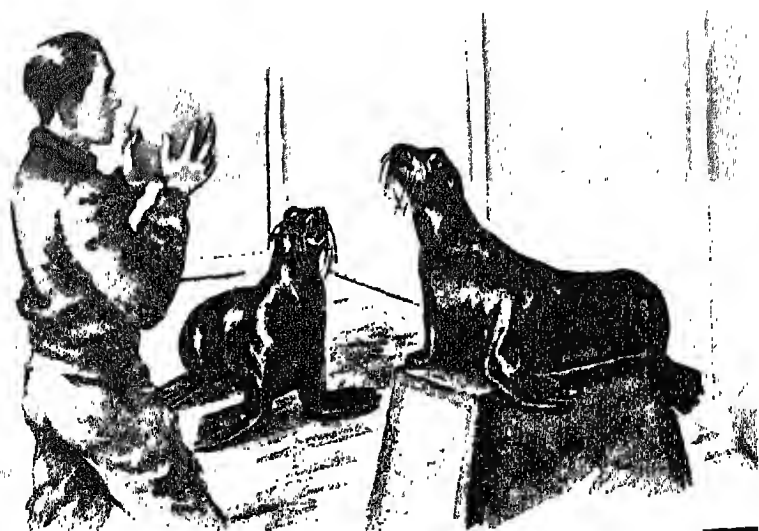
They can climb around on barrels. They can catch balls in their mouths and throw them to one another. They can even play tunes.

The kind of seal you see at a circus is a sea lion. Other kinds of seals are not easy to train, but the sea lion can learn many tricks

Do you know where the sea lions learn to do tricks? They go to the Seal College. That is what the school for trained seals is called.

When a seal first goes to college, it may be afraid of people. The first thing it must learn, then, is to trust people. When it really trusts its trainer, it soon learns all kinds of tricks.

Seals are good workers and try very hard to do a trick right. They work the hardest when other seals are watching them. This is why seal trainers like to teach more than one seal at a time.



A trainer pets his seals just as you pet your dog. This makes them want to do their best. When the seals make mistakes, punishing does no good. They become so unhappy they do poor work.

When seals have learned a trick, they never forget it. They may not do the trick for many days, but they will remember it just the same.

After a seal has finished its training at Seal College, it is ready to act in a show. The trainer may travel with his seal. The seal will put on its acts in many strange places and in front of many people.

Seals like to swim and play in salt water. And so, when they travel, the trainer takes along a large tank. He puts salt water in the tank, and the seal has its own swimming pool.

All seals swim well, using their flippers as paddles. It is interesting to see how well they get along on land, too, with the use of their front flippers.



The seal's chief food is fish. Seals must have a lot of fish every day. They need plenty of fresh air and sunshine, too.

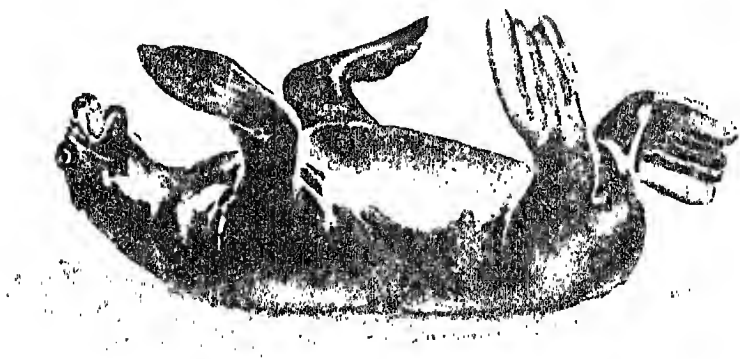
Seals like to do their tricks, and they are happy when they please their trainers. Perhaps the one act a seal likes best of all is balancing something on its nose. It can balance a glass of water on its nose even while rolling over in the water.

Seals can play a few tunes on sets of bells. They push one bell after another with their noses. You may have played tunes in a way somewhat like that with glasses of water. Of course you didn't have to use your nose!

It is interesting to watch seals play jokes on people. They sometimes pretend that they are asleep. They will close their eyes and snore very loudly.

The snoring makes people laugh. But of course the seal is just pretending. Seals do not snore when they sleep.

When a seal does an act well, it is very proud of itself. When the people clap their hands, the seal claps its flippers. It claps with all its might, and almost seems to laugh, it is so pleased.





When the Tide Came In

Abby Kate stuffed both of her pockets with cookies. Then she tied on her old red sweater and went out on the top step to wait for Kippy. Kippy was the new boy next door.

"Hi, Abby!" Kippy popped his head over the fence. "Ready?"

"Of course I'm ready," answered Abby Kate, taking the front steps in one jump.

"I'll beat you to the beach," shouted Kippy and was gone. Abby Kate ran after him down the road that went through the pine trees to the beach.

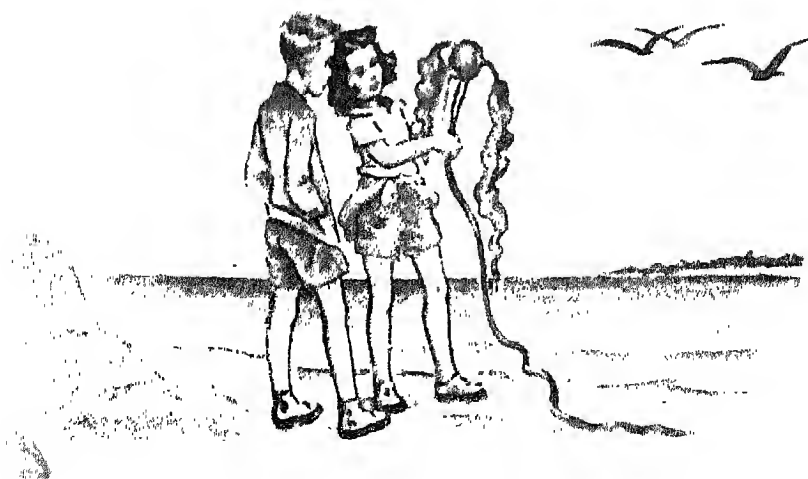
They were both out of breath when they dropped on the warm white sand to rest.

Before them spread the still, blue water, shining in the morning sunlight. Far out the waves were splashing high against the big brown rocks.

"Look, Kippy! A kelp puppy!" said Abby Kate, kicking at a piece of seaweed lying on the sand. "The tide has left some kelp. Have you ever played with a kelp puppy?"

Kippy shook his head. He had never before lived near the beach.

Abby gave a little hop and picked up a piece of seaweed. "See," she said. "This long stem is the leash. This round ball is the puppy's head, and these roots are his ears. Can't you see he looks like a puppy?"





Kippy was not at all sure. "Where's the rest of him?" he asked.

"Oh," laughed Abby, "you just have to pretend the rest of him!"

"You hold this leash," she said, diving after another piece of seaweed, "and I'll hold this one. We'll race our dogs to that round rock. Here is our starting place."

Kippy took his leash and stood beside Abby.

"Now watch me, Kippy," she cried. "Get ready! Get set! Go!" And she was off.

The kelp puppy galloped along behind her as she ran. Kippy followed as fast as he could. He kept looking over his shoulder at his galloping puppy.

Abby Kate was sitting on the rock when Kippy came. "I beat you that time," she said. "But I had a head start."

"How about my shells?" asked Kippy, without waiting to catch his breath. "You said you knew where to find the best ones."

"Let's look in the little pools. That's where the prize shells are," she said.

The children began to look for shells. They shouted, "Come quick!" when they found something. Kippy found a beauty, all shiny inside with a row of holes in it.

Then he called, "Look at the flowers!" But they were not flowers. They were sea anemones, swaying in the quiet water. They were pink and blue and green and yellow.

"I'm going to take some of them home to my mother," he said. But when he touched the anemones, they closed and stuck fast to the dark rocks.

"You know," Abby Kate said, "those sea anemones are not flowers at all. They are little sea animals."



Then Kippy had an idea. "Why don't we follow those stepping stones out to the point? Shall we, Abby?"

Abby Kate forgot that her mother and father had told her never to go out on the point without them. She thought only of the fun she was having with her new friend.

"There's a cave out there," she cried. "We could play in it."

Kippy hopped from rock to rock to the point, with Abby Kate behind him.

"We can pretend we are pirates," Kippy cried excitedly. "Maybe we will find some secret treasure."

Carefully they made their way to the last big rock. On the other side was the cave.



Kippy picked up two short pieces of wood and gave one to Abby Kate.

"Here is a knife," he said. "A pirate always carries a knife when he goes into a cave." He grabbed one stick in his teeth as he had seen pirates do in pictures.

Abby Kate began to sing—

"For I am a pirate king!

I am a pirate king!

And it is, it is a glorious thing

To be a pirate king."

The children looked all around the cave but they found no treasure. Then they sat down on the rock and looked over the blue water. They saw a ship far out at sea.

"A sail! A sail!" shouted Kippy.

Abby Kate jumped to her feet. "Let me look at it with my glasses!" she cried. She pretended her hands were glasses and looked through them.

Then she shouted, "Call out the crew!"

"Hi!" said Kippy. "Girls can't be pirate chiefs. They can only be crew."

Abby Kate grinned.

"When you are playing pretend, girls can be anything they wish," she said. "So let's both be pirate chiefs. And this cave can be our hang-out."

"All right," said Kippy, "but I'm the big chief. Follow me, crew!"

Down the rock they hurried.

"Where are the stepping stones?" Kippy asked, his eyes big with surprise.

The stepping stones were gone!

Then Abby Kate remembered. "That old tide," she said. "It has come in and covered the stones."

Oh, why didn't she remember sooner?

"Can't we get home?" asked Kippy.



"Take it easy, Kippy," she said. "Of course we can get home. But we shall have to wait until the tide goes out and the stones are not covered any more."

"But what about lunch?" cried Kippy.

Abby Kate grinned. Out of her pocket she pulled the cookies, broken but dry.

"My! Oh, my! You think of everything. Give me one with jam in it," shouted Kippy.

Abby Kate felt better. "Now, look," she said. "We can't get hungry, because we have cookies. We can't get wet, because the tide won't come up high enough. We can't get cold, for we have our sweaters. We can't get lost, because where could we go?"

Kippy came and sat beside her. "Sing about that glorious pirate," he said.

"He was a pirate king, not a glorious pirate," laughed Abby Kate. "I will teach you the song."

They marched around, singing all the songs they knew.

The sun was almost down before they could walk on the stepping stones again, and it was safe to go back to land.

"Do you think we shall be punished?" asked Kippy, as they carefully picked their way over the rocks to shore.

"I don't know," said Abby Kate bravely. "We will tell our mothers all about our adventure. They may think we have been punished enough."





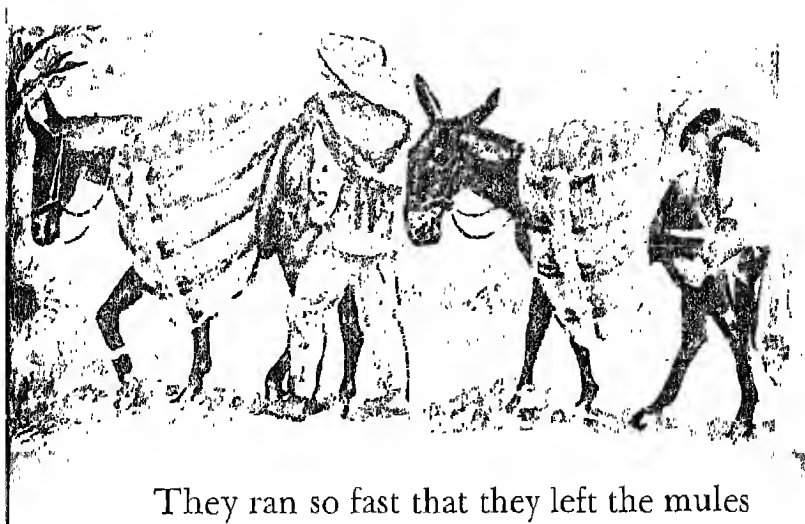
Some Impatient Mule Drivers

Once some mule drivers were on their way to a fair. A few of the men had sponges for sale. The others had chili peppers.

The mules that carried sponges went much faster than the other mules, because sponges are light. "That's fine," said their drivers. "We will get there first and sell everything quickly. Get along! Get along!"

The mules that were carrying the chili peppers did not go fast. "These lazy mules won't move fast," said one driver. "But I have an idea!"

He took a chili pepper and rubbed it on the legs of the slow mules. It burned their legs and they began to run.



They ran so fast that they left the mules with the sponges behind them.

"You are a clever fellow," said the other drivers. "We will do the same thing with our mules."

The impatient mule drivers rubbed chili pepper on the legs of the mules that were carrying sponges. Off they went. The drivers could not keep up with them. The mules ran into a river. They splashed about so fast their feet hardly touched the bottom.

Now their legs did not burn any more. The water had washed off all the chili pepper. The drivers found them standing on the other side of the river, resting.



But something had happened to the sponges. The water had made them larger. They seemed much better than the little sponges the other people had brought to the fair. Everyone bought the big ones.

The drivers thought they were very clever fellows. "One must have ideas if he is to get on in the world," they said.

The drivers bought bags of salt with the money from the sponges.

"We will take the salt to another fair," they said. "We will get there fast and make a lot of money."

They rubbed chili pepper on the legs of the mules the minute they started: Salt is heavy, but the mules ran fast because their legs burned. They came to a river and in they splashed.

The river was so deep that the mules could not touch bottom, but they swam across it. When they came out on the other side, they had no salt left. The water had washed it all away.

The mules felt so light and happy that the drivers could not catch them. The men ran and ran, but the mules always kept ahead. At last all the mules galloped away.

The impatient mule drivers sat down on the ground. They had lost their salt, their money, and their mules.

This just shows that people who think they are clever are sometimes wrong.





The Little Birch Twig

Long, long ago a poor woman and her little boy lived in a cottage near the forest.

The woman was too old to work and the boy was too young. They were very poor. I do not know what would have become of them if it had not been for their good neighbors.

One of these kind neighbors raised corn. When he ground the corn, he never forgot to send the woman a bag of meal.

Another neighbor kept a cow. Every evening he brought the woman a pitcher of milk. Still another raised pigs. When he butchered a pig, he was sure to send her a piece of meat.

With this help the woman and her son had enough to eat most of the time. But one year there was very little rain. The corn did not grow well, and the cow did not give much milk.

One morning the woman went to her kitchen to get some food. Not a thing did she find, except a bit of meal in the bottom of the bag, and two pieces of rye bread.

“My son,” she said, “we have nothing to eat but this bread and a little meal. Go into the forest and pick up sticks for a fire. Then I will cook the meal and make some porridge for us.”

The boy was glad to go, for he was very, very hungry. He was hungry even before he opened his eyes.

The mother gave the boy a bag. Into it she dropped the larger piece of bread, and some string which he might use to fasten the sticks together.

The boy went out into the green, green woods.



The bit of bread was very small, even if it was the larger piece. The boy was more hungry than ever, but he set to work piling up the dry branches and twigs.

He worked long and hard. At last he tied the string around his pile of firewood. He balanced the bundle on his shoulders and started for home.

It was a hot day and the sun beat down upon him. He felt as if he could not take another step.

He began to talk to himself, to see if he could forget how heavy the bundle was.

"I don't think I ever carried so many sticks before," he said. "How pleased my mother will be when she sees them! But how heavy they are! There is one thing sure—I could not carry another stick, even if it was no larger than my little finger."

He pushed on in the path as best he could, talking to himself. Suddenly he saw an old woman in front of him.

"I heard you talking and I waited for you because I need help," she said in a soft voice.

She was walking with a cane and seemed about to fall down. She was very, very old. Her face was full of lines, but her eyes were bright.



At her feet lay a bundle of sticks even larger than the boy's. She looked at the bundle and then at the boy.

"I can't carry it any longer," she said. "Won't you help me?"

"But I have my own bundle to carry," he answered. "And I must not keep my mother waiting any longer."

The old woman smiled. But when she smiled, her face was no longer full of lines. She stood up straight, like a girl.

"But you are young," she said. "You have young legs and they will carry you along fast. It won't take you long. My cottage is near. I can pay you something, too."

"As for the pay," thought the boy, "this poor woman has very little to give. But I am sure my mother would wish me to help her, even if I do not get home so soon."

He put down his own bundle and took up the woman's. She led the way, and he followed slowly after her.

Before long the woman pointed to a little cottage among the trees, and said, "This is where I live. Put down the bundle and wait a minute. I have something for you."

The boy waited. As he stood looking at the house, it seemed as if he saw a soft golden light coming from the door and window. "I am too sleepy to see straight," he thought. "What could . . ."

Just then the door opened and the old woman stepped out. But she was not old now. She was young and beautiful, and there were no lines in her face.

In her hand she held a tiny birch twig.



"You are a kind boy," she said in her gentle voice. "You are good to people who are old and poor. And so I have something for you. Take this birch twig and plant it. It will give golden fruit."

Then she quickly went into the cottage and closed the door.

It was a strange gift, but the boy took it and went back to his bundle of sticks.

"I always knew that queer things happen in the forest, but I never saw anything so queer as this," he thought. "I may as well throw the twig away."

He did not throw it away, however, but went on through the forest. Before long he walked straight into a tree, for he was so tired his eyes would not stay open.

"I will rest for a minute," he thought.

He put down his bundle, stuck his twig into the earth, and lay down on the ground. At once he was asleep.

Not until the sun began to go down did the boy open his eyes.



He looked for the little birch twig. But it was no longer a twig. It was a great tree on which leaves of silver were growing. Golden fruit was hanging from its branches.

He gave a shout and began to pick the silver leaves and the golden fruit, and stuff them into his bag. When it was full to the top he started for home, leaving his bundle of sticks beside the path.

His mother had been troubled because her son had been gone so long. She was happy when she saw him coming home.

"But where is the wood, my son?" she cried. "How can I cook the porridge? And there is nothing else in the house to eat."



"Don't worry, Mother," he answered. "Just look here!" And he shook out on the table the silver leaves and the golden fruit. They flashed so brightly that they filled the cottage with light.

"Where did you get this?" the mother cried. She was worried, for her son was only a boy. Perhaps he had done something wrong.

"This is the pay for my day's work," said the boy. And then he told her what had happened.

The mother put the fruit and the leaves in the bag. She said, "Let us show the silver leaves and the golden fruit to our neighbor. We can trust him to tell us if they are real or magic.

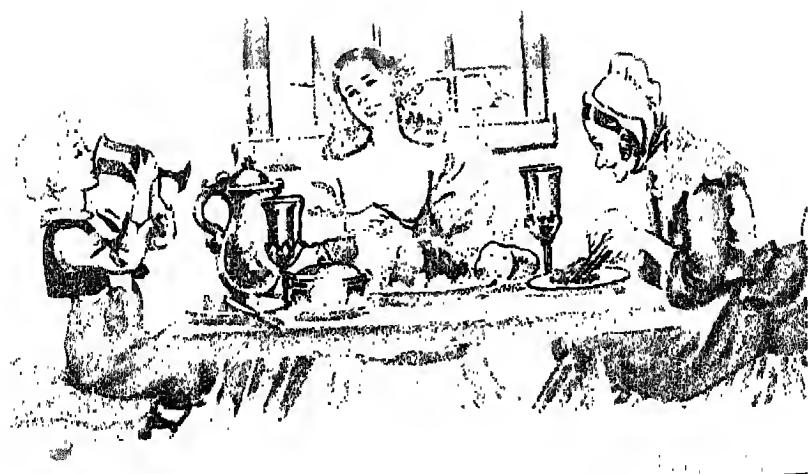
"If they are real, we will go to all our neighbors and share this treasure with them. They have been good to us. Now we have something to share with them."

"But, Mother," asked the boy, "could we have the porridge first?"

Before she could answer, a merry voice said, "Of course. I have been cooking it for you." And there in the doorway stood the lovely lady.

So they all sat down together and ate the porridge. That is, they ate the good things that the fairy had brought in place of the porridge. For of course she was a fairy.

Then the mother and son set out to share their treasures with their neighbors.



WORD LIST
THIRD READER
SEMESTER EDITION

FROM SEA TO SEA, Semester Edition, when used following IN NEW PLACES and WITH NEW FRIENDS, contains 404 new words plus 9 sound words. Approximately 90 percent of the first and second year words are repeated in this book. All first and second year words, except for some proper nouns, are repeated in either FROM SEA TO SEA, or OVER HILL AND PLAIN.

7	30 second	55 raise	77 wet
8 crab	31	hot	78 jug
9 saving	32	56 thin	Bert
rocket	33 Rose	hardly	wheat
aquarium	34 o'clock	soup	79 windmill
10 vacation	club	57 such	bin
net	35 Jean	even	80
11 dock	Ellen	58 friendly	81 shade
eel	secret	59 brought	stubble
12	36 lilac	60 proud	82 combine
13 fog	37	butcher	threshed
lifesaving	38	taking	83 suddenly
station	39 read	61 thirty	exhaust
14	40	62 Sandy's	84 beat
15	41 deaf	chore	burning
16 blueberry	42	63 sister	might
muffins	43 gasoline	shirt	85 using
17	44 propellers	61 tie	86 both
18 bad	spinning	65	87
19	(oo-on wing)	66	88 eyebrows
20 easy	45 tank	67 grinned	I'm
21 perhaps	46 flap	68 patch	kept
rock	46 crying	69	89 skin
22 dipped	tears	70 clouds	90 really
23	engine	worried	body
24 camp	47	harvest	91 rubbed
learn	48 control	71 evening	song
middle-sized	tower	pumped	92 stripes
25 swimming	grasshopper	72 filled	noisy
teacher	49	73 chocolate	93 giant
(hi)	50	marshmallows	94 cliff
26 breath	51	(mmm)	95
strokes	52	74 roasted	96 slipped
grabbed	53	careful	97 Jake
27	54 Fieckle	75 blow	Jocko
28	runt	76 poured	98
29	grow	feel	
		drops	

99 cornstalk	128 until	158 forest	183 bushel
100 dancers	smart	cane	rye
galloping	129 Elmer	above	184 child
Socko	course	159 stepped	185 thankful
101 pole	130 how	sang	186 peanuts
102	slippers	160 gourds	fresh
103 tricks	131 spread	bright	roasted
104	against	fairy	187 blossoms
105	(rach,	161 popped	stem
106 wrong	rracchhh)	truly	earth
Bobby	132 show	162	188
107 won't	133 stern	163 juice	189 lot
laying	134	164 putting	190 Elodee's
stove	135 closed	165 squeezed	Lucy
108 sugar	136 getting	166 molasses	stories
maple	137 masts	suckers	191 cases
109 sap	138 motorboat	167	192 choose
boiling	139 tugboats	168 Susie Annie	silk
syrup	140 coast	orange	193 golden
110 sticky	guard	beehive	194 became
111 bowls	break	169 petunias	princess
taffy	141	purple	195 screwed
(oo-oooh)	142 pebble,	170 swarm	196 Alabama
112 Pam	Patrus	queen	journey
harbor	different	barrel	197 state
Leamy	143 full	171 honey	198 youngest
113 seat	spilled	Sammy Simms	Dummling
114 cover	beach	Tubby	199
gentleman	144 which	172 wandering	200
115 smelled	felt	whiskers	201 inn
cup	robe	173 (Baa-aa)	daughters
116 patted	145 magic	174 buzzing	202 touched
dust	true	(pang)	hurried
117 idea	146 alone	175 crash	203 clerk
118	147 salt	176	procession
119	148	177	marry
120 sailing	149 carry	178 belong	204 king
chowder	done	179 whoopee-hide	palace
121 Paddy	150	adventure	205 Jan
122 strange	151	pots	Jancitte
seal	152	180 quilts	206 Garon
123	153 pitcher	cloth	lame
124 glove	afternoon	patterns	roared
125 deck	154	181 frame	207 mild
lying	155	Sally	lovable
126 swallow	156	182 cousin	(oh-ho)
127	157	Miss	208
		paths	209

210		233 canvas	259 beauty	291
211		herd	mist	292 snore
212 dogie		job	260	clap
Peggy	234 dried	261		293 tide
ranch	few	262		Abby Kate
213 tenderfoot	235 organ	263		Kippy
Sure Shot	Yankee Doodle	264		294 kelp
cattle	236	265		seaweed
214 corral	237 cheerful	266 send		leash
hump	238 wool	267 palm		295
215 calf	239 among	mockingbird		296 anemones
range	worry	(shee-cek)		297 point
216 brand	240 reservation	268		cave
217 coyote	241	269 fed		pirates
218	242 speak	270 shoulder		298 glorious
219	English	cheer		299 crew
220 desert	college	271 pepper		300
Nancy	243	272		301
vines	244 arrowheads	273 Christmas		302 impatient
221 packsaddle	245	Tad		sponges
burro	246 ago	creek		chili
222 wreath	tribe	274 flowing		303 clever
223 whinled	finest	275 f		bottom
224 cottontail	247 plum	276 queer		304 happened
225	pon	277 bravely		heavy
226 well	248 Iktoni	278 pretend		305
227 yucca	jokes	279 interesting		306 birch
fiber	249 muskrat	280 Maria		neighbors
228 moth	250 planned	exhibit		307 son
gathers	251 greedy	281 gifts		potridge
pollen	252 stupid	282 mantilla		308 bundle
229 form	253 eaten	283		309 face
Mexicans	taken	284		lines
230 root	254	285 plate		310 pay
soap	255 dawn	286 plenty		311
231 rope	medicine	287 of (yes)		312 fruit
232 Fred	256 chief	288 tunes		313
sheep	257 scatter	289 trust		314
mountains	258 wampum	290 punishing		315 share
	larkspur	act		

Acknowledgments

All the stories in this book, with the exception of those listed below, were written especially for FROM SEA TO SEA and appear here in slightly adapted form.

Grateful acknowledgment is made to the following publishers and authors for permission to adapt and use copyrighted materials: Dodd, Mead and Company for "The Sugar Candy House" from *Folk Tales of Flanders* by Jean de Bosschère; Houghton Mifflin Company for "The Little Birch Twig" from *The Prince from Nowhere* by Eva March Tappan; Houghton Mifflin Company and the author, Frances Jenkins Olcott, for "How the Chipmunk Got Its Stripes" and "Little Dawn Boy" from *Red Indian Fairy Book*; William R. Scott, Inc. for "Some Impatient Mule Drivers" from *The Boy Who Could Do Anything and Other Mexican Folk Tales*, retold by Anita Brenner; Belle Coates for "Scarecrow Jake and Jocko" from *Child Life*; Silver Burdett Company and the author, Emma Serl, for the version of the "The Crow and the Pitcher" from *In Fableland*.

